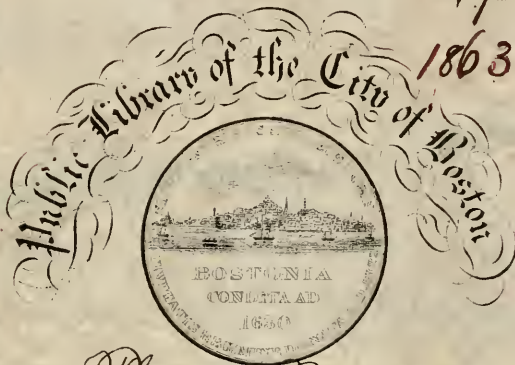




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By Phineas Bates, Jr.
Received Nov. 27. 1845. 18832









PRIMARY SCHOOLHOUSE, HARRISON AVEUNE.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1863.



BOSTON:

J. E. FARWELL AND COMPANY, PRINTERS TO THE CITY,

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Thomas Bates Jr.
Oct 27 1870

CITY OF BOSTON.

IN SCHOOL COMMITTEE, September 8, 1863.

Messrs. Brewer, Griffin, Hinckley, Shurtleff, Homans, Speare, and Simonds were appointed a Committee to prepare the Annual Report, required by the Rules of the Board.

Attest : BARNARD CAPEN, *Secretary*.

IN SCHOOL COMMITTEE, December 8, 1863.

Mr. Brewer submitted the Annual Report of the Board, which was accepted, and it was voted that the usual number of copies be printed for distribution, under the direction of the Committee.

Attest : BARNARD CAPEN, *Secretary*.





REPORT.

THE undersigned herewith respectfully submit the Annual Report of the School Committee of Boston for the school-year commencing September 1, 1862, and ending August 31, 1863.

The 25th Section of Chapter IV. of the Rules of the School Board, provides that:—

“The Committees on the Latin School, the English High School, the Girls’ High and Normal School, and each district committee, shall, during the month of July, make a thorough examination of their respective schools, and shall report at the quarterly meeting in September the results of their examinations, together with such suggestions for the improvement of the schools as they may see fit to offer, and the statistics of each school in a tabular form, on the following points, viz: 1. The number of teachers. 2. The changes of teachers made during the year. 3. The number of different scholars registered. 4. The number of these received from other public schools of the city. 5. The number discharged. 6. The largest number present at any one time. 7. The largest average attendance for any one month, and the name of the month. 8. The average attendance for the year. 9. The number and names of the medal scholars, and the recipients of the Lawrence prizes.

10. The number and the ages of the candidates offered and admitted at the High Schools, from each of the Grammar Schools. These reports shall be referred to a special committee of the Board, who shall make from them such selections as they may think important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient; and their report, which shall be presented at the quarterly meeting in December, when accepted by the Board, shall be printed for distribution among the citizens."

A partial fulfilment of the requirements of this rule will be found, accompanying the Report, in the form of valuable and interesting statistical tables. The several reports of the Committees on the Latin, English High, and Girls' High and Normal Schools, are given in full. They present, in substance, all the requisite information relative to the present condition of their respective schools.

The rule of the Board, which we have quoted above, makes it an important part of the duty of the committee appointed to prepare this report to collect, and to make public, such general facts connected with the present condition of the public schools of Boston as may, in their judgment, appear to be important. They are also expected to combine with these statements of facts such suggestions of their own as may appear to them to be expedient or desirable.

The Committee are thus called upon not only to state how far the condition of our public schools may realize the public expectations and meet the public wants, but also to present, with all candor and freedom, whatever shortcomings or deficiencies may appear of sufficient moment to call for their

notice. This portion of their duty is one of the most important that can devolve upon members of this Board. In some respects it is hardly less difficult than it is important. Where there is so much in our school system to commend, to approve, and even to take pride in, — where we can find so much that is apparently entirely satisfactory, it is no easy task coolly and dispassionately to stop and inquire wherein are there material defects, imperfections, and deficiencies of sufficient moment to claim deliberate mention, either in the collective whole, or in any part. If we ask wherein we may make advances or how we may improve what, in the eyes of some, is already so admirable, the very question may seem to imply the want of a proper appreciation of so much excellence. Yet, to make these inquiries is clearly a very important, if not the most important part of the duty of the Committee, as well as one of the first that most naturally suggests itself. We can hardly hope yet to have reached, or even to have approximated, that point of perfection in our school system from which we may not expect to be able, from time to time, to make some advances and improvement. And while—in view of all that has been done by the wise and good men who have gone before us, when they so acceptably filled the places which we now occupy — we approach this portion of our task with some self-distrust, we are none the less required to speak with frankness and candor in regard to all the points which shall appear to us worthy to claim the public ear.

The past year has been one of unexampled prosperity and success in all that relates to the management of our public schools,—High, Grammar, and Primary. Never before has

there been such an unvarying unanimity in the reports of District Committees as to their general excellent condition ; and other evidences of their progress and improvement are clearly perceptible. While our country has been distracted by an internecine struggle for its very existence as a nation ; while the perpetuity and duration of our most cherished institutions of government—social order and civil liberty—have been and still are in the deepest peril, happily our public schools afford no evidence of their having participated in the evil influences of civil strife. Their prosperity and continued progress have not been interrupted. This fruitful fount, from which flows that great stream of life and health to a free people, has here at least remained pure, unsullied, and open. Our children have enjoyed not only without interruption the priceless blessings of free public education, but also with many enhanced advantages. A larger number than ever before, in proportion to our whole population, have partaken of its inestimable privileges. The uninterrupted progress of improvements has been witnessed in new or reconstructed schoolhouses, in enlarged and improved school-yards, in superior classification, in a steady advance in the qualifications of teachers of every grade, and in many others of those all-important items which combine to make up the great aggregate of our complicated and far-reaching system of public instruction.

PRIMARY SCHOOLS.

The Primary Schools of Boston, more perhaps than any other portion of the system, appear to claim the larger share

of our attention, both in regard to what has been done and in regard to what yet remains to be accomplished. It is now not quite ten years since the School Board, as at present organized, became charged with the supervision of the Primary Schools of this city. Previous to that time these schools had been under the charge and control of an independent board, or sub-committee, having no direct responsibility to the people, and acknowledging only a merely nominal accountability to the School Committee itself. With the fullest appreciation of the invaluable services performed by this Board in originating, carrying on, and developing the Primary School system of Boston, no one can now fail to be most clearly of the opinion that the abolition of the irresponsible elements in this Board was both a wise and timely measure. It has been followed by many advances which were not possible under the old system. The Primary School Board nobly accomplished a noble and disinterested work of public good, and terminated its useful existence when that work was done, full of honors, and in the ripe maturity of its perfected mission.

On the second day of January, 1855, the present School Board, for the first time, took charge of the Primary Schools of this city. They then numbered one hundred and ninety-seven. The first step of the General Board was to divide the city into seventeen school districts, or sections, assigning to each district one Grammar School, and its average proportion of Primary Schools. These districts were entrusted to the charge of sub-committees, which varied in number from six to ten. The present number of districts has been increased to twenty. The whole number of Primary Schools in this city, on the 31st

of August, 1863, was two hundred and fifty-four, — an increase of about twenty-seven per cent.

At the time the Primary Schools passed from the charge of the Primary School Board to that of the General School Committee, they were unclassified; that is, no attempt had been made to arrange them in graded schools. There were in each school six grades or classes, — the schools varying in number from forty-five to sixty, and even, in a few instances, to eighty pupils. The teacher in charge of these six classes could obviously give her full attention to but one class at a time. While she was thus occupied with one class the other five classes were necessarily left to do as well as they could by themselves, and the younger classes, who most required her guidance and helping support in their first uncertain steps along the thorny pathway of knowledge, except in the few moments that could be spared for them, were learning nothing, or next to nothing. It is true that the advocates of this system then contended, and some of them still contend, that all of this is not entirely lost time, inasmuch as the younger classes may, and do, learn something by listening to the recitations of their elders. There is, however, more apparent than real force in this argument. What they may thus learn is premature, and to a large extent in advance of their present requirements; and, more than this, the practical experience of the past five years has conclusively demonstrated, what, in the nature of things would appear to be almost if not quite inevitable, that whatever pupils may thus imperfectly learn from more advanced classes, in their own idle hours, they can acquire far more readily and to much better purpose from the superior teaching

of experienced, skilled, and competent teachers, whose whole attention is their uninterrupted and exclusive privilege.

So obvious and important was the need of simplifying this complicated and time-wasting arrangement of classes, that the attention of several local committees was soon directed to the matter. Without awaiting the movement of the Board upon the subject, the Lyman District Committee, in East Boston, classified six schools in that district by arranging them in six different grades or classes, virtually making one school of the group, only a principal with full control over all the classes, and the name, being wanting to make it complete. This was in 1856. A few other District Committees followed their example, but the change was at first quite gradual, and met with some opposition. In May, 1857, the present Superintendent submitted his first quarterly report, in which the need of more thorough classification in the Primary Schools was referred to at length, and several of the more prominent of the defects of the prevailing system were very distinctly set forth.

“Another general defect,” says this report, “is *the want of profitable employment for the children*, especially in the lowest classes. Go into any of these schools at any time of day, and in nine cases out of ten, if not in forty-nine out of fifty, three fourths of the pupils will be found without *profitable employment*. Thus the time of these children is wasted, for precious months and years in succession. But this great waste of time is not the only evil arising from this defect. Many bad habits are formed. The strength of the teacher, which should be expended in teaching, is necessarily taxed to a great extent by the incessant vigilance and care requisite to keep these idlers

out of mischief, and to secure some reasonable degree of stillness.

“Without attempting an exposition of the causes of these defects within the narrow compass of this report, I must content myself with a brief statement of what, upon careful deliberation, appear to be the best remedies.

“1. A classification of all these schools. The superiority of the classified schools is very evident. The theory is sound. No doubt there are objections to it, as there are to every possible arrangement, but they are believed to be outweighed by the advantages gained,” &c.

At the next meeting of the Board, held May 18, the suggestions of the Superintendent, in regard to the classification of the Primary Schools, were adopted in an order, “Recommending to the District Committees to classify the Primary Schools in their districts, as far and as fast as circumstances permitted.”

It appears by the Annual Report for the year 1857, that this recommendation of the Board had then been carried out in eight of the nineteen districts, and that only fifty-five schools had been thus classified. In one district, in which every Primary School had been classified, the report of the sub-committee stated that,—

“Thus far, in the opinion of the Committee, the experiment has succeeded very far beyond their anticipations. The objections to this classification which suggested themselves in advance of the trial, were, the separation into different schools of members of the same families; the frequent changes of pupils from one room to another, and the comparative short time they were subjected to one influence; and the additional

burden thrown upon those to whom were assigned the younger classes. These have not proved to be so serious as were anticipated. Where several schools are thus grouped these separations are more nominal than real, while the difficulties of teaching large classes who are learning the alphabet have yielded to the tact, patience, and assiduity of the teachers. The benefits derived from the change have been apparent and gratifying. There has been, on the part of both pupil and teacher, a manifest increase of interest and zeal; and, in all respects, the trial has thus far been most satisfactory."

In 1858, as appears by the report of the Superintendent, eighty-five, or about one third of the Primary Schools, had been classified.

In 1862, it appears by the printed tabular report of the Superintendent, that the whole number of Primary Schools in the city were, at that time, two hundred and forty, and the whole number of pupils attending them, thirteen thousand three hundred and sixty. Ninety-nine schools had then been classified with one grade, or class, to a school, — ninety with two classes to a school, nineteen with three classes, and ten with four classes, leaving thirty-two with the old arrangement, or six classes to a school. In the tabular statements, given elsewhere, it will be seen that the present proportion of classified schools is yet larger, and that only a very small proportion of these schools remain ungraded. These are almost exclusively insulated schools, which, either by their distance from other schools or for want of other conveniences, are compelled to retain the original arrangement.

The whole number of Primary Schools in August, 1863,

classified with one class to a school, was one hundred and twenty-two, or nearly one half of the whole number; the number of those with two classes to a school, was ninety, showing, numerically, no change; the number with three classes to a school had been reduced to fifteen, with four classes to eight; three schools had five classes, and only sixteen were left with the original six classes, — a reduction of one half. This exhibits, perhaps, quite as much progress in the right direction as should be expected, especially when we take into consideration the important fact that the grouping of many of the Primary Schools do not favor their classification into perfect systems, or with one class to a school.

The question of classification, in some respects, remains to this day in a transition state. There does not appear to be that complete harmony and uniformity of views which a larger experience must create. In the minds of some members of the Board, the question is far from being satisfactorily decided whether the arrangement of these schools with two classes to a school or that with only one class is preferable. And while one District Committee has, during the past year, so far departed from the general plan of classification as to rearrange the schools in that district with two classes to a school instead of one, another District Committee has proceeded in exactly the opposite direction, separating schools already classified with two classes, giving to each only a single class. This diversity of opinion and divergence of system is hardly desirable. It must be obvious that only one of these systems can be the better. It is to be hoped that when these several experiments in classification shall have been sufficiently

tried that the Board will adopt some general plan from which there will be no departures, except for reasons satisfactory to the whole Board. If two classes to a school shall be found to be on the whole a superior arrangement to that with one, or if, on the other hand, the one-class arrangement shall prove to be the better, let the approved plan become the universal one. It is perhaps premature for this Committee to express decided views as to which plan should be the chosen one. It will not however be out of place here to state that the larger proportion of the schools are now successfully arranged upon the one-class plan; that, in certain parts of the city, the disproportionate size of the sixth classes makes any other arrangement inconvenient and almost impossible. The division into schools with more than one class to each school has at least this great objection, — the facility and the temptation thereby given to teachers, who are not perfectly conscientious, to avoid the promotion of dull and backward pupils. Even in cases where the positive good of the child demands the teacher's additional labor and zeal to assist the promotion she may be tempted to spare herself the extra effort necessary to meet such cases by keeping them back in the lower of her classes.

The disproportionately large size of the sixth classes in a portion of the graded schools, and especially in those arranged with one class to a school, has been frequently found to be a great obstacle to an equal distribution of the pupils in classes. It is not uncommon to find, just before the semi-annual promotions, the sixth class become nearly or quite twice as large as any one of the higher grades. The cause of this apparent anom-

aly is very simple, and the difficulty is one that can be easily obviated, and with it one of the chief objections to a thorough system of classification. It is that so large a number of young children, admitted to school for the first time, join the lower classes, and are permitted to do so at any time throughout the entire term of six months. These scattered admissions destroy the symmetry of the class, and are often a very serious detriment to the whole school. The remedy is at once simple and obvious. In schools thus affected the District Committee should be empowered by a rule of the Board to forbid, except for especial and important reasons, any admission to the sixth grade after a certain fixed time immediately following the March and September promotions, or after the sixth grade had reached its maximum number of fifty-six. In this way the teacher of the sixth grade may be enabled to prepare her entire class for promotion every six months, and the equality of the classes in the grade preserved. If it becomes a matter generally understood that children are not to be admitted into this grade after a certain fixed time, for all the children who are really old enough, applications will be made within that time, and the teacher will be enabled to have one good homogeneous class instead of, as now, a number of broken and fragmentary divisions.

Within the past few years the want of some means of more direct, constant, and responsible supervision over the Primary Schools of this city, has become manifest to many members of the Board. In the Grammar and in the High Schools there is, in the person of the master, responsible for the results of the whole aggregate of classes which constitute his school, ample

provision for this want. The master's supervision covers the entire school, from the lowest class to the highest. For the Primary School there is no corresponding safeguard. Reports of District Committees have, from time to time, alluded to this want. Some District Committees, on their own responsibility, have essayed to partially remedy this defect by regulations requiring more stringent accountability than the rules of the Board prescribe. In March, 1860, one of the District Committees, in their quarterly report, brought the matter more directly before the notice of the Board. Referring to a large group of Primary Schools, in the extreme eastern part of the city, this report says:—

“ While much has been gained by classification in these Primary Schools, there is still one great want to be supplied, — a want so constant and so evident that it may even be called, without exaggeration, a necessity, — that of one central, controlling, supervising head. As now constituted, these twelve rooms are not one well-arranged school, but twelve distinct and independent schools. The teachers of each are so many distinct, petty sovereigns, owing no responsibility to any one except to the uncertain, shadowy, and distant authority of their special committee, whose own engagements and occupations rarely permit any very active or constant supervision. These teachers may be, or they may not be, prompt and faithful at all times and seasons. They may comply with the requirements of the Rules, and be present fifteen minutes before the opening of school, or they may constantly neglect this very important provision. They may be attentive or inattentive to all their other duties. But who shall know? What assurances have

we? For the first class we have the never-failing test of the Grammar-School examinations; but what means have we of knowing how faithfully the foundations are laid in the sixth, the fifth, the fourth, the third or the second classes? No teacher will inform against or complain of the shortcomings of her associates when it is no part of her duty to do so, even though their negligence may throw an extra burden upon herself. If they are tardy, indifferent, or negligent; if their classes come up to her imperfectly prepared, the burden of making up for these deficiencies must fall upon the teacher of the advanced class, or upon her will fall, instead, the blame and responsibility for their defects. All this would be remedied if to the senior teacher we give the power to supervise, direct, and give counsel to her associates, subject only to the authority and advice of the District Committee. Not that the teachers in this district are particularly untrustworthy or neglectful; we believe the contrary to be the truth. But they are human, are by nature sociable, and, like all of us, are prone to take advantage of their irresponsible position. Well as these schools now do under these circumstances, there can be no question they would do a great deal better if they were under the constant and ever-present influence of 'a judicious, experienced,' and capable head."

Subsequently this subject was directly referred to the Committee on Rules, who reported an amendment of the Regulations, authorizing the several District Committees to appoint a principal in groups of four or more Primary Schools. This measure was earnestly supported, and as earnestly opposed. It obtained a small majority of the Board, at a full meeting; but

the subject coming up again at a subsequent meeting, this action was reversed, and the measure failed of being finally adopted. Since then the question has been allowed to rest. The manner in which this supposed want in the organization of the Primary School system was then proposed to be met was not, perhaps, as complete or so well matured as a longer experience in the management of these schools would now enable the Board to present. That plan proposed investing the superior teacher, or principal, with greatly increased responsibilities, but without corresponding increase of remuneration. It failed to make adequate provision for the government and instruction of this teacher's own class at such times as her duties of superintending the work of other teachers required her to be absent from her room. These objections to many appear to be insuperable, and prevented the success of the first movement towards a consolidation and more perfect organization of the Primary Schools. Yet these objections are valid only against the form, and do not by any means necessarily lie against the object sought to be accomplished. Both objections could be very easily obviated. If a more perfect organization of the larger groups of Primary Schools is really an imperative want, it will not, in a city proverbial for its wise liberality, be allowed to fail solely on any ground of false economy or the want of due liberality. The other difficulty is one of apparently more moment, but still is one very far from being insuperable. The pupils in our Normal Schools, who are preparing to qualify themselves to become teachers, can be made to afford excellent materials wherewith to supply superintending teachers with competent substitutes, during their own necessary absence.

These duties the substitutes can discharge with the gain to themselves of invaluable experience, and without additional expense to the city.

It was contended on the other hand, by the friends of the proposed measure, that the Primary Schools of Boston could never be expected to fulfil their true mission, or to realize all that ought to be rightfully expected of them, until they were thus centralized and consolidated. There need be, they urged, hardly any more systems of consolidated Primary Schools than there are now school districts or Grammar Schools. Over each one of these consolidated groups there should be one competent, responsible Principal. Were any one now to propose the breaking up of our Grammar Schools into two hundred, or more, distinct independent schools of fifty or sixty pupils each, permitting each teacher to become sovereign in his or her own room, with no accountability save to his or her own committee, whose supervision was only occasional, how absurd and monstrous would such a proposal appear to every one! Yet such a proposal is in no wise more absurd than it is for us to continue to carry on all our Primary Schools on precisely this very plan! Look, they urged, at the other great cities! See how very far below us are their schools in respect to buildings, school equipments, the compensation, education, and qualifications of most of their assistant teachers; and yet, in spite of these great disadvantages, how very far superior to ours in their general plan are many of their Primary School systems! Let us not, by any means, imitate these cities in meagre and insufficient salaries, nor in appointing teachers whose education and capacities are in proportion to

their low scale of compensation; but, let us add to our own great superiority in other respects the all-important and necessary prerequisite to complete success, a thorough and perfect organization of consolidated Primary Schools, each with a responsible head.

We have revived the history of this important movement, and have thus briefly reviewed the objections against and the arguments in its favor, presented at the time, because in the minds of many members of the Board this is even now regarded as a still open question; and because it is one likely, sooner or later, to claim our attention. The present organization of more than two hundred and fifty distinct schools, with fourteen thousand pupils, is fast approaching a condition so unwieldy as to make some modification a necessity, and one which will demand the wisest experience and the maturest judgment of the School Board to meet. Our Primary Schools, thanks to the interest taken in them by our Superintendent; thanks to the watchful and zealous supervision of the visiting committees; have, as a whole, been making manifest advances from year to year. From time to time their buildings have been made better; great improvements have been witnessed in their school furniture; their teachers, until the present enhanced cost of living, have been comparatively well paid, and increased pains are taken to provide the best from among a list of applicants whom their liberal compensation attracts.

The Girls' High and Normal School has also been a powerful lever in raising the character of these schools by furnishing the Committee with an ample supply of the best of materials for good teachers, thoroughly educated young women, familiar

from childhood with the routine of the school system of Boston. We may therefore contemplate, with feelings of gratification, and even of satisfaction, the very evident progress that has been made by the Primary Schools of this city since they came under the charge of the School Board, — an improvement so great that, viewed with the eyes of the accomplished Principal of the State Normal School at Salem, it deserves the name of a “revolution.” But let us not stop here. Much more remains to be done before they can be regarded as models, or even as presenting the same ripe maturity of system with those higher schools which have been under the supervision of this Board from the beginning.

GRAMMAR SCHOOLS.

The excellent condition of the Grammar Schools throughout the city, without exception, their thorough and nearly uniform system of classification, and the evidences they afford of improvements, progress, and a high order of attainments, claim our almost unqualified expression of approval and satisfaction. The value of the benefits conferred on this community by these beneficent institutions may hardly be over-estimated. While we would not conceal our own convictions that some, perhaps all, of these may, in very many essential respects, be rendered even more efficient in their important work, we will not repress the gratification with which we can review their quiet, unostentatious success during the year just closed.

No new Grammar schoolhouse has been constructed during the past year; but evidences abound in different portions of

the city, that the time is near when additional accommodations for Grammar School pupils will be a necessity which must be regarded. In the southern part of the city the Everett, Dwight, and Franklin Schools already occupy every room, and soon will fill every seat in those new and capacious edifices. The Quincy, the Winthrop, and the Bowditch Schools have each overflowed the limits of their respective houses, and each have branch schools, with an aggregate surplus of about four hundred pupils who are not provided for in their several Grammar Schools. The present indications are that a new Grammar School for girls will, before long, be required near the junction of Berkley and Tremont streets, and that a new school for boys will even sooner be necessary, near the corner of Harrison Avenue and Sharon Street.

In East Boston the growth of that portion of the island which adjoins Chelsea, and is distant from any of the present Grammar Schools, requires immediate attention. The Grammar School children of this section do not receive, in convenient and suitable accommodations, their due and equal participation in our public-school privileges. In providing for the present wants of this district, a wise liberality, anticipating future developments, would, in all probability, be the truest economy.

The Hancock and the Wells Schools, both for girls, have very far outgrown their present accommodations. The school-house of the latter is the oldest and by far the poorest in the city. It is not at all adapted to the wants of one of our present Grammar Schools, and no time should be lost by our City Government in constructing, for the use of this

school, a large, capacious, and convenient house. This alone, with a reconstruction of the school districts, can relieve the wants of the northern wards for more and better Grammar School accommodations for girls.

In the Annual Report of the School Committee for the year 1857, there is given an elaborate and interesting history of the transition of the Boston Grammar Schools from what was known as the "double-headed" organization, to the present system. Full as that sketch is in its record of the earlier and unsuccessful movements in the Board, for the overthrow of an organization found to be unwieldy, expensive, and open to very many other objections, it does not narrate with complete exactness the final measures which led to its complete overthrow. The first attempts at a reformation were too radical and sweeping in their character to be permanently successful. The eminently conservative character of the School Committee was shown in the reaction which followed so radical a change as that which at once totally changed the organization of every Grammar School in the city. At no time was the old double-headed system to all appearance more firmly reinstated than it was in the year 1847, when the measures were initiated which soon demonstrated so completely the shortcoming of the old system, as well as the great superiority in every respect of that then proposed to be gradually substituted for it, that there was, after the first successful organization of two large Grammar Schools on the new plan, no longer any earnest resistance to the reconstruction of the whole on the same general plan. The friends of the old system that had served its ends, and had now ceased to be desirable, vied with its opponents in the

movements to consolidate and to reorganize the public Grammar Schools.

The erection of the Hancock and the Quincy school-houses upon a plan that has been substantially adopted since in the construction of all the Grammar schoolhouses, except the Bowdoin, and the organization of the Mayhew and Quincy Schools, upon a plan then new to Boston, but now universal in this city, was the first important step towards reform, the vestiges of which were never effaced. These demonstrated the intrinsic superiority and the great economy both of large schools and of large schoolhouses, and the efficiency and cheapness of the single-headed system. The reform that had been unable to break the whole bundle of sticks, found no difficulty in dealing with them one by one. The experiment, which met with some little opposition when first proposed, soon proved to be a perfect success. All opposition to the change died out, and, as fast as opportunity offered, in the death or resignation of masters, all the schools were remodelled upon the new plan. It is an interesting fact, and one worthy of mention here, that the gentleman who most earnestly resisted, in the Board, the organization of the Mayhew School upon this new plan, made the report recommending the making the last of the double-headed organizations, the Wells, uniform with all the other Grammar Schools in the city.

It is impossible, at this time, to form an adequate estimate of the great benefits that have accrued to our public schools from this great, silent, and thorough revolution, witnessed in the few years immediately preceding the organization of the present Board. The superiority in effectiveness, thorough-

ness, and excellence of the present well-adjusted system is felt in all the classes, but is most perceptible in the lower divisions. Those who remember the schools under the old system cannot fail to have noticed these vital improvements in regard to the discipline and progress of the lower divisions of the Grammar Schools. The increased responsibilities of the assistant teachers, who now teach in separate class-rooms, and have thus been made less immediately dependent upon the master, have naturally tended to lessen the number of weak and incompetent teachers, and have gradually led to a very general and well-marked progress in their classes. The frequent visits and examinations of the Committee have promoted these advances. They have been the more evident and important in those Grammar Schools where the masters of the schools have initiated and continued a thorough system of semi-annual examination of all the classes and divisions under their charge. This system is not yet so general, nor in all cases so thorough as it should be, and only where it is done by the master in person, and not by deputy, can it be regarded as complete.

With these manifest benefits derived from this change, we may, without fear of reproach on the score of parsimony, or illiberal economy, refer to another demonstrable superiority of the present system over that which is now remembered only as of the past,—the almost inconceivable extent to which it lessens the annual expenses of our public schools. If our school expenses, instead of being as they have been at times, one third of the total expenditures of Boston, are now hardly one seventh, we may attribute it in part

at least to the fact that the present system is so much less expensive than the one it succeeded. Under the old system the average number of pupils in each Grammar School was about four hundred. Each boys' school was taught by two masters, two ushers, and four female assistants. Each girls' school was taught by two masters and six female assistants. In the year 1862 there were a little more than six thousand five hundred boys, and six thousand girls, in the Grammar Schools of this city. Under the old system there would have been sixteen schools for boys, and fifteen schools for girls, with a total of sixty-two masters, thirty-two ushers, and one hundred and fifty-four female assistants. At present salaries the annual costs for their payment would have been \$225,300. The actual cost to the city for the salaries of Grammar School teachers that year, was \$166,700. This exhibits a difference of nearly \$60,000 in a single year, in favor of the present system. We can make only a proximate estimate as to what must be the saving in the cost of twenty Grammar school-houses instead of thirty-one, with their annual expenses for warming and other incidental costs. It would, however, involve an average annual saving hardly less in amount than that in salaries. It is certainly within bounds to estimate that the present system costs less by \$100,000 per annum than the old one would have cost, while it is far more efficient, and is productive of better results.

For nearly ten years the Grammar Schools of this city have enjoyed the benefits of the new system without interruption. It has now become so thoroughly incorporated as a fundamental, and essential element in our school organization that almost

the memory of the former arrangement has passed away. Few among us can at this day realize the earnest, persistent, and for a long while successful, resistance once made to a system now universally conceded to be at once simple, efficient, and philosophical.

During the year important changes have been made in the list of text-books in the Grammar Schools. At the commencement of the year the introduction to Bullions's "Analytical and Practical Grammar" was substituted for Tower's "Elementary Grammar," and subsequently Kerl's Grammars were adopted in place of Bullions's. Revised editions of the Arithmetics and Reading-books were substituted for those in use; Adams's Spelling-Book for advanced classes was added to the list, and other changes suggested by the report of the Text-Book Committee were adopted. Appended may be found this report in full, with the orders as adopted by the vote of the Board.

LATIN SCHOOL.

Enjoying increased opportunity for instruction in the enlargement of the edifice occupied jointly with the English High School, the Latin School during the past year has witnessed a corresponding increase in the number of its pupils. The prosperity and reputation of this, the most ancient of all the public schools of this city, afford the most gratifying evidence that there is no abatement in the excellence and thoroughness of the instruction it affords to its pupils. The classic scholarship of Boston to a large extent, certainly nearly all that is indigenous, claims this institution as its parent. The sons of

the rich and the poor may here alike enjoy privileges for laying the foundations of a good classical education, the like of which is probably to be had nowhere else in the country.

ENGLISH HIGH SCHOOL.

The object of this school is to carry to a higher point than can be reached in our Grammar Schools the course of study the foundations of which are laid in the latter. Besides a higher course of English studies, including the higher branches of mathematics and history, attention is here paid to the two modern languages deemed most important for commercial purposes, French and Spanish.

For more detailed information concerning the Latin and English High Schools, the Committee refer to the reports of the committees of these schools, as well as to the statistical tables annexed to this Report.

GIRLS' HIGH AND NORMAL SCHOOL.

This school, originally established in 1852, as a Normal School for girls, was subsequently, in 1855, so far modified as to become, more strictly speaking, a High School. All the higher branches usually taught in High Schools, including the Latin, French, and German languages, are contained in the list of studies, though the branches taught are not all required studies. Combined with these are exercises particularly adapted for the instruction of those who wish to become teachers.

As a High School, furnishing to the daughters of our poorest

and humblest citizens an education equal in all respects to the best that can be obtained in the most expensive private school, we can hardly overestimate the benefits conferred by it upon the public. As an experiment, of at first supposed doubtful expediency, its success has surpassed the most sanguine expectations of its friends. A constantly increasing number yearly go out from this school, fitted by the thorough and careful instruction there received, to become in turn so many centres from which shall radiate, in their own social circles, improving and elevating influences upon society. By these means an improved social culture is steadily and constantly diffused from this central source, spreading wide its elevating and ennobling influences. All who derive from this school the benefits of thorough and matured instruction, though they may not all, or even the larger portion, become teachers in the restricted sense of that term, may yet all become teachers in another and hardly less important sphere. The means of social improvement which the hundred yearly graduates of the Girls' High and Normal School carry out with them to their own several homes, must be regarded as a large and very important part of its invaluable work. In their future homes the children of such parents cannot fail to receive, in their turn, incalculable advantages derived from lessons taught to their mothers in their youth.

As a Normal School, in supplying a large and yearly increasing number of able, well taught, and accomplished teachers for the schools of this city, its success has been all that could have been reasonably anticipated. Much has been already done in this direction. A very large proportion of all the teachers

in the public schools of Boston are pupils of our own Normal School, furnished within the past eight years. It will be hardly within the bounds of possibility — this school will have fallen very far below its true mission — if in the future its development and means of usefulness in this direction are not largely increased. Undoubtedly much has yet to be learned in the conduct, management, and successful organization of the purely normal element in such an institution. A perfectly matured Normal School must be one of slow and gradual growth. We have therefore good cause to felicitate ourselves that in so short a time so much has been already gained. Nor should we feel any discouragement if we have not, in so brief a period, reached a nearer approach to perfect success. We can already trace in the ranks of our teachers, throughout the city, the indisputable evidences of the good seed there sown. Very many of the best teachers in the service are among its graduates, and are largely indebted for their success as teachers to their education in our public schools, and, especially, in the Girls' High and Normal School.

Much as has been thus accomplished, unquestionably more may yet be done under other and more favorable auspices. One great want that has been felt and noticed, from the beginning, is that of more mature female instruction, combined with the highest culture, and intellectual superiority. For this combination the committee of that school, as we have good reason to believe, have diligently sought, but thus far they have not been able to obtain, except within the circle of their own graduates, teachers whose education was equal to the requirements of such a school. Maturity in years, experience in teaching, whenever

presented, has unfortunately not been combined with the other indispensable requisites of superior scholarship. Nor can it be hoped that the committee of that school will be any more successful, until more adequate salaries will enable them to draw to their examinations for candidates the best talent combined with the largest experience. As time wears on this need may be somewhat diminished in the added years and experience of their own graduates, unless the insufficiency of the present salaries should in time render the Girls' High and Normal School no longer able to retain, or to obtain, the most experienced and best of its own graduates.

Another great and noticeable want is that of more practical instruction in the art of teaching. Theory and theoretical teaching are very well in their way, but they are by no means all in all. Very many candidates for teachers go out from the Boston Normal School, without so much as a single day's practical experience in the schoolroom. This is found to be a not unnatural and very serious obstacle to their success in obtaining appointments. It often happens that persons inferior in every other respect except only experience are preferred. Many are thus disappointed and discouraged. Model schools and model classes have elsewhere very generally been found liable to insuperable objections, and have, to a large extent, been abandoned. But are there no other means of furnishing the desirable practical instruction in teaching than through the exploded model school? What better opportunities could be desired than are offered in our own Grammar and Primary Schools? Is not this matter worthy of serious consideration? Is it not possible that some arrangements may be successfully planned, by

means of which, with mutual advantages both to the Grammar and the Primary Schools, and to the candidates, the best of practical lessons in the art of teaching may be given to all who are seeking to qualify themselves to become teachers? This is a matter well worthy of the serious consideration and immediate attention of the whole Board.

THE BOARD'S CONTROL OVER THEIR OWN EXPENDITURES.

In connection with the Public Schools of Boston, the annual expenditures form a subject of primary importance. These expenditures can never be other than of deep interest alike to every tax-payer and to every citizen. These expenditures form no inconsiderable portion of the annual expenses of the city. They have ever been freely, almost lavishly bestowed, and very rarely have any complaints from the tax-payers been heard in reference to them. The School Board have, on their part, never shrunk from any scrutiny into their responsibility upon this point. The only grounds for regret, and that has become from year to year and with good cause an increasing one, has been the consideration that in so many respects this Board possesses no powers, and therefore has no responsibility for a large portion of these expenditures. The experience of the few years past has demonstrated a growing need of important changes in this respect, the absolute necessity for an increase alike in powers of the School Board, and in their responsibilities in regard to the construction, repairs, and custody of the schoolhouses, (nominally but not really under their charge,) the enlargement of school-yards, and the regulation

of many other minor expenditures for warming, keeping in good order, and protecting the school property.

When a Grammar schoolhouse is constructed and a formal dedication takes place, the City Government go through the form of surrendering the same to the custody of the School Committee. It is however, in actual fact, only a form. Over the building itself the Committee have really no more control than they possessed before; while to its portion of the expenses of our public schools is set down the whole aggregate of its cost, not one dollar of it was expended by the Committee or has been within their control. And, in its keeping, they still have no voice,—or, if a voice, it is but a voice, nothing more. They have no voice whatever as to who shall keep the building in order. They have no power even to prevent its rooms from being made use of for illegitimate purposes, and such as may be unfavorable to its fullest enjoyment by the school for which it was constructed. In evidence of this we have only to point to the construction a few years since, by the City Government, of a wardroom in the hall of the Girls' High and Normal School, against the earnest protest of every member of that Committee; the persistent grant, year after year, against the ever-repeated and unanimous protest of the committee of that school of the use of this hall, to the serious inconvenience of the High School, for its occupation by schools not created by law, and therefore forbidden by our State Constitution from receiving any appropriations from the public treasury. It is no part of our present purpose here to dwell either upon the mere discourtesy, or even the abuse of power here displayed. We only refer to it to show how powerless are now

the School Committee to protect its schools from misuse, and the need that exists of a change in this respect. The entire control of the schoolhouses should be vested in the School Board in all respects. There are no advantages, but on the contrary, very many and very serious disadvantages to the schools in the present inability of this Board to take care of the city property, for which they are supposed to be, and of right ought to be, solely responsible.

In regard to the expenditures over which the Board does possess absolute control it has no desire to shrink from any, even the severest, scrutiny. By their past acts they are willing to be judged by their fellow-citizens. They have asked for no expenditures that were not required by the public good. There has been no wastefulness or extravagance on their part. They can show, however, that while there have been expenditures charged to school expenses which the Board has never asked for or even sanctioned,—expenses believed to be sometimes unnecessary, capricious, and even wasteful,—no heed has been given to direct, positive, and repeated applications made by the Board for relief in cases where the public good required, and still require, judicious and necessary expenditures. Let us here refer to only a few of the more signal of the instances in which the repeatedly expressed wishes of the School Board have been utterly, if not discourteously, disregarded.

In March, 1860, the Board directed a communication to be sent to the City Council to the effect not only that the school-house in East Street was wholly inadequate to the wants of the Primary Schools kept therein, but also that the yard-room was altogether too restricted. With great difficulty and after long

delays a small appropriation was obtained for the reconstruction of the schoolhouse in which a large proportion of the already too scanty yard-room was taken. But no provisions were made for any relief in the most needed respect, the want of proper yard-room. Since then, repeated applications have been made to the City Council for the relief of what is believed to be a want so great that its refusal can hardly be characterized as less than cruel, but thus far without receiving any attention.

In the early part of the year 1862 the District Committee demonstrated to the satisfaction of the Board that the Bowditch school would soon require accommodations for a large surplus of children who could not be provided for within its walls. The Board sent to the City Council a communication asking relief, and suggesting, as the most expedient and convenient mode, the purchase of an adjoining estate which could be had on favorable terms, enhancing the value of other city property contiguous, and the construction of a branch schoolhouse thereupon. The economy of this course was demonstrable, but their application was not granted. In the course of a year what had been only anticipation or prophecy became fact. Two large classes more than could be provided for in the Bowditch Schoolhouse, for want of the accommodations which the Board had asked for and had been denied, had now to be huddled together in a single room in the lower story of a distant Primary schoolhouse not suited for that purpose, to their own inconvenience and the still greater annoyance of the legitimate tenants of that building. Again has the Board respectfully asked the attention of the City Council to this matter, and suggested the most feasible means of permanent

relief, but thus far without the subject receiving any attention.

One more instance is even more noticeable for its utter disregard of the expressed wishes and opinions of this Board. In the nearly or quite unanimous opinion and experience of the members of the School Board, the system of ventilation represented by Robinson's instruments, is the best now in the market. Their judgment, in this respect, is based not upon mere theory but on positive, indisputable facts. In the Bowditch Grammar schoolhouse, and in the Primary schoolhouse in Harrison Avenue, the success of these ventilators has been complete and entirely satisfactory, and cannot be questioned. Believing themselves responsible, to a large extent, for the health, and even for the lives, of the children entrusted to their charge, and that no more desirable or more necessary boon than pure air and good ventilation can be given to our children when in school, and knowing, from the best of evidence, that this can only be obtained by the best instruments before the public, the School Board have, in the most direct and positive manner, signified its preference. They have asked that these ventilators might be given to the new Primary schoolhouses in course of erection. They have asked that this system of ventilation should be extended to the Girls' High and Normal School. Not only have these reasonable and proper requests been refused by the Committee of the City Council in charge of the subject, but their refusal was even accompanied with unworthy imputations on the part of individual members, as if selfish motives, rather than a simple wish to best promote the welfare of our chil-

dren, underlay the persistent application for what the Committee believe from practical trial to be the best instruments. These repeated and growing evidences of a disposition on the part of one of the sub-committees of the City Council to disregard the applications of the Board for the relief of positive and imperative wants of the schools, and to neglect or refuse repeated requests for needed expenditures are too momentous in their consequences to the schools to be passed in silence, demonstrating as they do the absolute necessity of more power on the part of the Board for the protection of the interests of the school children of Boston. It is due to the City Council to say, in this connection, that the applications from this Board have been respectfully received and referred, and that appropriations for school purposes are for the most part made liberally and promptly. The consideration of these applications, by the Committee on Public Instruction, has been also generally as prompt and as favorable as could be desired. The great source of complaint arises from the manner in which the views and wishes of the Board have been disregarded by the Committee on Public Buildings in matters in regard to which they really possessed no responsibility. These suggestions are not new, though they now come urged with increased force by the experience of the past year. They were very ably presented in the report of 1857. The conclusions, in this connection, reached by that Committee, and so clearly presented in that report, are so pertinent to the present, that we cannot better conclude this subject than by here giving an extract from its closing remarks upon the same theme:—

“This Board is not invested with sufficient powers to enable

it to administer the affairs of our school system with that degree of efficiency which would be desirable. Their powers are only advisory at a point where they should be determinate and controlling, viz: the construction and furnishing of school buildings.

“In other points connected with the construction of school-houses, the Board often finds itself cramped, because its powers are only advisory and not controlling. Many of our school-houses have very insufficient yard-room and playground; and it appears to be the policy of those who control this point, to keep them within the narrowest limits possible, even in those quarters of the city where the land is comparatively cheap. Real, needed, acknowledged improvements are resisted, both in the erection of new and the repair of old schoolhouses, on the ground that, if introduced, the demand for them would become general. On any enlarged and just views of economy, this cannot be regarded as wise or expedient. To attempt to fix upon a plan of building and a style of furniture, and other school accommodations, which shall be stereotyped, subject to change or improvement, does not seem to be in harmony with that spirit of progress which should mark a system of popular education.

“The facts and views here presented, lead to the conclusion that this Board should be invested with full power to determine what accommodations shall be furnished for our schools, and have placed at their disposal means to provide them, whenever they shall deem it necessary or expedient.

“The Committee do not propose that the School Board should be invested with power to levy and expend any amount

of money that they may see fit, but that the amount appropriated and to be expended, both in the construction of new and repair of old schoolhouses, and in all other matters connected with the public schools, should be at their control, to be expended under their exclusive supervision and direction. Let these estimates, so far as they extend beyond the salaries of the teachers—the contracts with whom are now, by the laws of the Commonwealth, absolutely in the hands of the School Committee—be thoroughly considered by the City Council, and the appropriations granted, or diminished, or withheld, as the case may be; but when granted, let the expenditure of the same, and all the matters to which the expenditure relates, be in the hands of the Committee, for their entire control and management. Such an increase of its powers, it is believed, would add to the efficiency of the Board, and to an improved management of everything connected with the public schools.”

TRUANCY.

The subject of truancy has been one, almost from time immemorial, full of difficulties and anxious solicitude. Great attention has of late years been bestowed upon this great problem, and legislative wisdom and experience have been, year after year, invoked to aid by co-operative enactments in arresting, or at least abating, a great and growing evil. From year to year added experience has aided in rendering provisions more practical and efficacious. Without question very important and enduring ground has thus been permanently gained. But in this, as in several other respects, the powers

of the Board are unwisely restricted. In the same spirit, and for the same purport, with which we establish public schools — not to punish, but to prevent crime — have we truant laws and truant officers. They are a part of school, not of criminal machinery. They should, therefore, be entirely under the control of the School Board. There is no good reason whatever why they should remain disconnected from the sphere to which they belong as a necessary and important part. On the contrary, the present total want of control necessarily occasions both a want of proper knowledge of the actual service to the cause of education rendered by the truant officers, and a want of proper interest in that service. The members of this Board know not how much time is given by them to their work, how much of their duties are well done, or how much may be slighted or wholly neglected. They owe to the School Board no accountability, receiving from it none of their power, and being under no obligations to inform it what may be done or what left undone. Yet to this Board alone belongs the supervision of such duties and responsibilities as are intrusted to our truant officers. No one who passes through any of our streets in school-hours, but must be painfully impressed with the conviction that we are very far from having yet successfully grappled with this momentous evil. How can we, as a School Board, be reasonably expected to make any further progress unless the officers specially appointed to eliminate this evil are in reality, as well as in name, the accountable servants of the Board?

Intimately connected with this subject, and one of growing moment in this connection, is that of denominational or re-

ligious schools. In regard to the expediency or in expediency of schools of this class, the Committee are not called upon to pass judgment. To do so would seem to be a trespass upon private rights and individual privileges, not pertinent to our position. We may not, however, be either blind or dumb to the indisputable fact, that these schools are made a frequent and ingenious cover for and shelter to many of the worst and most difficult cases of truancy. This, we ought here to state, is not with any such desire or intent on the part of the directors or teachers of these schools. They, doubtless, sincerely regret and deplore it. Yet the existence of this difficulty is as indisputable as it is difficult and delicate to meet. May we not hope to be able, by rendering our public schools so unexceptionable to all denominations and to all of every creed, by the liberality, equality, and just regard for the religious faith of all our citizens, as to obviate all occasion for any other than the free public schools? If that is an impossibility, which we cannot believe, then it will become an indispensable necessity, in order to guard against this new phase of truancy, to be able to discriminate between the actual pupils of other than public schools and those who are so only nominally, but are in reality fit subjects for the application of our truant laws.

APPOINTMENT OF ASSISTANT TEACHERS.

The subject of the appointment of female teachers, both as assistants in the Grammar Schools and in Primary Schools has, during the year, attracted a large share of the attention of the Board. The widely different measures taken, in differ-

ent districts, in the city, to ascertain the fitness of candidates for the places to be filled, had, for some time previous, attracted more or less notice. The Superintendent, in one of his reports, had spoken at some length upon the want of a more general system of examinations. The whole subject was ultimately referred to the consideration of a select committee, who made a report, to be found annexed, recommending the appointment of a standing committee for the examination of candidates. The recommendations of this report were earnestly discussed, and a very nearly equal division in the Board was found to exist in regard to it. Most if not all the members, who debated the question, conceded the importance of having some uniform system throughout the city touching the appointment of teachers and the standard of qualification for candidates. There was however greater discordance of views in regard to the manner in which the latter should be determined, by fixed and restricted rules, and it was found impossible to obtain any basis upon which a majority of the Board could unite. The attempt, therefore, proved unsuccessful.

In reviewing this portion of the history of the past year your Committee cannot propose, for future consideration, any measures or steps that would promise any better results in reconciling dissonant and incompatible views. It is more than probable, that if it were attempted, the same diversity of views would arise among its members that were manifested in the Board. The reluctance of the majority to surrender to a small and central committee of the Board the performance of duties which, to a certain extent belong to each member, and which

many regard as a privilege as well as a duty, is a very natural one. So far as this reluctance to part with their immediate participation in these responsibilities and duties evidenced a jealous watchfulness of the public good, it was both commendable and to a certain extent desirable. Could it have been shown that a standing committee of examiners may not exist without the objectionable centralization of the appointing power in the hands of a few, the opposition to the measure would have been nearly or quite unanimous. On the other hand unless this standing committee is conveniently small in number, unless they are invested with sufficient powers to determine a list larger or smaller as the case may be, from among whom only appointments can be made, little or nothing is gained toward the desired uniformity of system and standard of qualifications.

In New York the teachers, including the principals, are appointed by the local or ward trustees, of whom only two are also members of the central Board of Education. In their choice of principals they are restricted to those who have been examined by the city Superintendent of Schools, and have received from him a certificate of excellence, known as a Grade A certificate, and in their selection of assistants they are likewise limited to persons who have certificates,—either Grade A or Grade B,—given them by the same officer. This centralization of power in the hands of a salaried servant of the Board is open to the gravest objections. To a faithful and conscientious officer the responsibility is arduous, and beset with difficulties and sources of annoyance. In the hands of a weak, incompetent, or too pliant incumbent, the power would

be liable to constant abuse in the grant of certificates to unsuitable persons.

In other places, instead of what was proposed, a committee to pass upon candidates before their selection by sub-committees, there is a standing Committee on Qualifications of Teachers, to whom is referred all appointments, below that of masters. The province of this committee is to report against objectionable appointments, and the whole Board finally determines if the objections are well founded.

It is neither the province nor the disposition of this Committee to suggest how this vexed question can be hereafter accommodated to the apparent desire of the Board, for uniformity of action in the appointment of teachers, consistently with the harmony and approval of the larger number.

EVENING SCHOOLS.

Another important question which should engage the attention of the Board, is the establishment of schools for the instruction of those of maturer years, whose necessary occupations prevent their attendance at the public schools, or whose age renders it unsuitable, but who are greatly in need of elementary instruction. This want has already been met by some of the large cities of the Union, with a commendable liberality. In the city of New York, it appears by the Superintendent's Report for the year 1862, that for a term of eighteen weeks, ending February 19th, there were taught in the several evening schools of that city, twelve thousand four hundred and eleven males, and six thousand two hundred and twenty-eight females ;

in all, eighteen thousand six hundred and thirty-nine, at a total cost of \$61,585. When it is remembered that all or very nearly all of those thus instructed in the simplest elements of education, would have been otherwise deprived of the privilege but for the special character of these schools, and thus doomed to a life of ignorance, we may rightly estimate the great value of these schools to that community.

In the city of Brooklyn, the last year, nine evening schools afforded instruction to four thousand eight hundred and twenty-three persons, at an expense of \$6,369.

The rules of the School Board of Cincinnati provide that evening schools may be opened and continued four months from the third Monday of October, in any district in that city where an average nightly attendance of thirty-five can be secured.

In St. Louis, before the civil war had so seriously interrupted and for a while closed the richly endowed public schools of that city, a successful commencement had been made towards the permanent establishment of evening schools. They were first established in the fall of 1859, to be conducted and supervised exclusively by the Board, without any assistance from any corporation. Previously to this, evening schools had been carried on under the auspices of private supervision, the School Board defraying one half of the whole expenses. Marked improvements are noticed in the evening schools under the management of the School Board, in several respects, especially in that of cost and regularity of attendance. The entire cost of these schools, as managed by the Board, was \$2,040. They were kept sixteen weeks, and were attended by eight hundred and sixty-one persons, all of whom were over

twelve years of age, and the per cent. of attendance was eighty-five and one half.

The city of San Francisco, through its Board of Education, provide for evening schools, to "be held every evening of the week except Saturday," "from seven and a quarter to nine and a half P. M." The Regulations provide that these schools shall commence on the first Monday of September, and close with the last Friday in April. They are for only male children from eight to eighteen. Over eighteen the payment of one dollar per month is required. From the Report of the Superintendent of Schools for 1861-2, it appears that these schools were first established in 1856, that after the manifestation of much indifference for the advantages by those for whose benefit it was established, for a while, "at no former time did the school show such proofs of healthy progress."

The great end and aim sought to be accomplished in the establishment of evening schools is to enable those who would otherwise be absolutely unable to obtain it, the simplest elementary instruction in reading, writing, and arithmetic. By means of these schools it is sought to save a large class among us, and the community of which they are members, from just so much of ignorance and its consequent evils. It will not require any argument to demonstrate that if it is desirable to educate this unfortunate class among us, none can do this so well and none so cheaply as the Public School Board. The enactments of 1857 establish, beyond all question, the right and power of this City to establish such schools without any restrictions. Unless established by the action of the Board and in accordance to these provisions, they may not, legally, be

aided by funds from the public treasury, but must depend upon the precarious and limited support obtained from individual charity.

In nearly every other large city in this country, evening schools have become established and recognized as an essential part of their educational system. With them it is the concurrent and universal testimony that no expenditure of money is more advantageously made than in keeping up these schools through the four winter months. However abundant may be the educational facilities, there must always be, in a community like this, a large proportion who, while they most need them, are least able to avail themselves of the benefits of the public schools. Poverty, and the necessity of laboring for their daily food, compel many to leave school long before they have been able to acquire even a rudimentary education, and prevent others who have never enjoyed these advantages, in their earlier life, from now obtaining them. To all of these their evenings afford the only opportunities for obtaining the benefits of education. There are, also, in all large cities into which has poured any considerable proportion of foreign emigration, persons of both sexes past the school-age, who have had in childhood none of the advantages of education, but who are desirous and capable of receiving invaluable advantages from free public instruction, were the opportunity offered. When other cities throughout the continent have thus set the example, and demonstrated the value of free public evening schools, shall Boston remain any longer unconscious of her duties to the suffering classes in our midst? Shall we hesitate, by the best means within our reach, and as far as it is in our power, to repair

the wrong done in their youth to those among us who have not enjoyed the priceless blessings of education?

Having thus presented in review, as concisely as their importance would permit, those points connected with our public school system which chiefly claimed their notice, the Committee will only add, in conclusion, the expression of their confident belief that upon this great and beneficent system of free public instruction, of which our own public schools form an important part, alone can we rely for the successful development and growth of this Republic. At a moment when so large a portion of our territory is desolated by civil war, and drenched in fraternal blood, can we fail to estimate at their full value the priceless blessings we enjoy in the institutions bequeathed to us by our ancestors? Can we fail to recognize in our free public schools that solid foundation upon which alone a public State can be erected, secure against any and every storm that may assail it from without? Who can now sufficiently admire the forethought of those good and wise men who, almost coeval with the first settlement of New England, established our common schools,—who, “in the first clearings of the forest, by the side of the first dwellings which they erected for shelter, built the schoolhouse; and of the produce of the first crops planted for their precarious subsistence, apportioned a share for the maintenance of teachers”? Be it our task to see that the altar-lights of knowledge and piety which they have kindled, and of which we now enjoy the rich fruits, may never go out among us!

We cannot more fitly close this report than by the concluding portion of one made to our own State Board of Education by its secretary, which, although made nearly twenty years since, is even more appropriate to the present hour than it was at that period of its delivery : —

“ Surely, never were the circumstances of a nation’s birth so propitious to all that is pure in motive, and great in achievement, and redundant in the means of universal happiness. Never before was a land so consecrated to knowledge and virtue. Never were children and children’s children so dedicated to God and to humanity, as in those forest-solitudes, — that temple of the wide earth and the overarching heavens, girt around with the terrors of ocean and wilderness, afar from the pomp of cathedral and court, in the presence only of the conscious spirits of the creatures who made and of the Creator who accepted their vows, — we, their descendants, were devoted to the cause of human freedom, to duty, to justice, to charity, to intelligence, to religion, by those holy men. The contemplation of these historic events brings more humiliation than pride. It demands of us whether we have retained our vantage-ground. It forces upon the conscience the solemn question, whether we have been faithful to duty. Stewards of a more precious treasure than was ever before committed to mortal hands, are we prepared to exhibit our lives and our history as the record of our stewardship? Have we prevented the growth of vice and pauperism amongst us, by seeking out every abandoned child within our borders, as the good shepherd seeks after the lambs lost from his flock ;

and by training all to habits of industry, frugality, temperance, and an exemplary life? Have we remembered that, if every citizen has a right to vote when he becomes a man, then the right of every child to that degree of knowledge which shall qualify him to vote, is a thousand times as strong? Have the more fortunate classes amongst us, — the men of greater wealth, of superior knowledge, of more commanding influence, — have they periodically arrested their own onward march of improvement, and sounded the trumpet, and sent back guides and succors *to bring up the rear of society*?

“ The experience of the ages that are past, the hopes of the ages that are yet to come, unite their voices in an appeal to us, — they implore us to think more of the character of our people than of its numbers; to look upon our vast natural resources, not as tempters to ostentation and pride, but as means to be converted by the refining alchemy of education into mental and spiritual treasures; they supplicate us to seek for whatever complacency or self-satisfaction we are disposed to indulge, not in the extent of our territory, or in the products of our soil, but in the expansion and perpetuation of the means of human happiness; they beseech us to exchange the luxuries of sense for the joys of charity, and thus give to the world the example of a nation whose wisdom increases with its prosperity, and whose virtues are equal to its power. For these ends, they enjoin upon us a more earnest, a more universal, a more religious devotion of our exertions and resources, to the culture of the youthful mind and heart of the nation. Their gathered voices assert the eternal truth,

that, IN A REPUBLIC, IGNORANCE IS A CRIME; AND THAT PRIVATE IMMORALITY IS NOT LESS AN OPPROBRIUM TO THE STATE THAN IT IS GUILT IN THE PERPETRATOR."

THOMAS M. BREWER,
MARTIN GRIFFIN,
J. WESLEY HINCKLEY,
NATHANIEL B. SHURTLEFF,
CHARLES D. HOMANS,
ALDEN SPEARE,
ALVAN SIMONDS.

LATIN SCHOOL.

IN accordance with the rules of the Board, the Committee on the Latin School respectfully submit the following as their Annual Report for the academic year terminating in July last.

In the performance of their duty, the Committee have made the usual annual and quarterly examinations of the school, and the regular visitations to all the rooms under the special charge of the several instructors, — their rooms being so subdivided as to give the greatest efficiency to the action of the Committee, and to afford to each of their number the best opportunity of judging of the proficiency of each school division under each instructor, and thereby of ascertaining the relative condition of the different classes of the school, as to the progress of the pupils in learning, as well as to the discipline maintained by the several teachers. On the public days of exhibition, and on the Saturdays, when the school has been opened for the display of the elocutionary powers of the students, the Committee have been likewise in attendance. Thus, ample means have been secured for gaining such information as would give the Committee the most thorough knowledge of the working of all the departments of the school, placed in their more immediate charge by the Board.

The several examinations proved highly satisfactory to the Committee, evidence being given that the teachers had been faithful in the performance of their duties, and that the pupils, in general, had been industrious and well behaved, and that the high objects of the school had been attained by those who had availed themselves of its privileges, the school maintaining its reputation of affording the best advantages for obtaining a good English education in the elementary branches, and the thorough groundwork of a classical training, preparatory to entrance to the university. The public recitations and declamation on the days of exhibition, were of an excellent character, reflecting great credit both upon the instructors and pupils.

At the close of the school year, the first class was examined with special reference to the awarding of the Franklin Medals; and, after due investigation of the claims of the young gentlemen to this honor, the following-named members of the graduating class were selected as the most deserving, they having received the highest number of marks during the school year, and having also exhibited to the Committee the most satisfactory evidence of proficiency in their studies:—

James ^WBass Ames, aged 17 years.

Arthur Brooks, aged 18 years.

George William Eaton, aged 18 years.

Nelson Lloyd Derby, aged 18 years.

Henry Grafton Monks, aged 17 years.

James Russell Carret, aged 18 years.

The graduating class consisted of twenty-one young gentlemen; of whom nineteen entered college. Eighteen entered

Harvard College, and one the College of the Holy Cross at Worcester. The two who did not choose to extend their classical knowledge, are now pursuing other studies preparatory to a life of usefulness. This is the first year that the diploma of the Latin School has been given to the members of the graduating class, under the authority granted to the Committee by the Board; and it is believed that this certificate, that a pupil "has well and faithfully completed the course of study" in the school, to be awarded on graduation, will prove an additional inducement for study, to the members of the first class especially, and determine many in the lower classes, to complete in an honorable manner the full course of instruction which the school affords.

In May last, the Lawrence prizes, and the prizes provided for by the Latin School Prize Fund, were awarded to those who had merited them; and in another part of this document will be found a list of the prizes, together with the names of the pupils who obtained them.

The Latin School was founded very soon after the settlement of Boston; and its object has been, as its past history will plainly show, to prepare young men for an university education by giving them a thorough elementary training in the Latin and Greek languages, and also to fit them to enter upon the professions and literary walks of life by furnishing them with instruction in those branches which are considered as the essentials of a good English education. To accomplish these purposes, the age for admission to the school has been fixed by the rules at ten years. This age has been selected because the mind is then in its best condition for the acquisition of the elements of language, and the powers of memory can then be best

trained. Experience has shown that it is almost impossible for a youth of fourteen or fifteen (the usual age of completing the course of instruction at the Grammar Schools) to be as good a scholar at the close of his collegiate course, as he would have been, had he commenced learning the rudiments of the classical studies at the age of ten years ; and, although at fifteen he may have acquired a knowledge of more of the details of arithmetic and modern geography than boys of the same age who entered the classical schools at ten, he will have been obliged, in obtaining this acquisition, to forego all that knowledge of algebra, and of the French, Latin, and Greek languages which he would have gained with one year's additional study, and which would have enabled him to enter with honor any of the universities of this country. In other words, if he is detained at the elementary schools where the English branches only are taught, until he is fifteen years old, he will be at least eighteen before he can be properly fitted for college ; and after four years of college life, and three years of professional study, he will be at least twenty-five years of age before he will be ready to enter upon the practice of any of the professions : whereas, on the other side, if he commences the study of the classics at ten, he will be ready for college at the age of sixteen, and thereby enabled to graduate at the university at the age of twenty or twenty-one years, as the usual time for the course of instruction at the Latin School is six years, unless a year or more is saved by extra application.

For the year that has just passed, the school has been under the charge of Mr. Francis Gardner, assisted by a sub-master and five ushers, all of whom have had a collegiate education, and an instructor of the French language, a

native of France. During the year one usher has left the school, and another has been appointed in his place. The number of scholars registered during the school year was three hundred and six. The number of pupils admitted during the year was ninety-eight; of these, fifty-two, with an average age of twelve and fifteen hundredth years, were received from the public schools of the City, and forty-six, whose ages averaged thirteen and three forty-sixth years, were from other sources. Those from the Grammar Schools, being all who were offered, are thus arranged, according to the school from whence they were sent, with the average age of those from each of these schools:—

School.	Number admitted.	Average age.
Bigelow,	1	13 years.
Boylston,	1	13 “
Brimmer,	5	$11\frac{2}{3}$ “
Chapman,	4	$12\frac{1}{2}$ “
Dwight,	14	$12\frac{3}{14}$ “
Eliot,	2	11 “
Lincoln,	1	12 “
Mayhew,	5	$11\frac{3}{5}$ “
Phillips,	16	$14\frac{1}{8}$ “
Quincy,	3	$11\frac{2}{3}$ “

One hundred and five boys were discharged during the year. The largest number of pupils present at any one time was two hundred and sixty. The largest average attendance for any one month (October) was two hundred and forty-

nine, and for the year, two hundred and fifty-three. The average number belonging to the school during the year was two hundred and thirty-three.

Since the last annual report of the school was submitted, the roof of the schoolhouse in Bedford Street has been raised, and two rooms have been added to the school accommodations, and other improvements have been made to the building. All the pupils are now taught within the school building, which adds much to the convenience of the instructors and pupils, as well as to the general discipline of the school. At each of the regular visitations the building has been carefully examined, and has invariably been found in good condition as far as the occupants are concerned.

The results of the past year have been highly satisfactory to the Committee, under whose particular charge the school has been placed.

For the Committee.

NATHANIEL B. SHURTLEFF,

Chairman.

Boston, September, 1863.

ENGLISH HIGH SCHOOL.

THE Committee on the English High School respectfully submit their Annual Report. The condition of the school, and the conduct and progress of the pupils throughout the school year which has just closed, have been satisfactory to the Committee, and honorable to the teachers and scholars. During the first term, the repairs and alterations of the school-house in Bedford Street not being completed, the school was subjected to some inconvenience, which interfered a little with the progress of the pupils in some departments; but what was thus lost for a season, was subsequently, on the return of the whole school to the repaired and enlarged edifice, regained by the assiduity of the teachers and pupils, so that at the close of the year the appointed annual course of study had been thoroughly completed by each class.

A large audience listened with attention and interest to the examination and the exercises of the graduating class on the day of the annual exhibition, and in the judgment of the Committee, and of several literary gentlemen and teachers of High Schools in other towns or cities, who were present, these exercises were regarded as bearing a very marked character of excellence, indicating on the part of the young men a patient

and careful study of text-books, and also a largeness and thoroughness of scientific and general culture, a breadth and comprehensiveness of thought, an individuality and independence of character, equal, with the single exception of a knowledge of the Greek and Latin classics, to that commonly reached by the young men leaving collegiate institutions, and giving sure promise of their honorable usefulness and success in after life. This class numbered thirty-five, the largest that has ever graduated in the school in any year since its institution. The High School has suffered during the year, as it always has since it was founded, from the large number that leave without completing the appointed course of study. The number who thus left during the last year was fifty-one. This number is somewhat larger than the average, and the increase is to be ascribed to the greater demand for clerks and young persons in the various departments of business, to supply the place of those who are serving their country in the army. Always, however, a considerable number leave, most of them at the close of the second year, and the records of the school show that only about one third of those who enter remain to complete the course. Something of this is to be found in every similar institution. In all our Grammar Schools the number of those who enter and stay two or three or four years, but do not remain long enough to reach the first class, or to complete the course of study at these schools, is quite large. In all our colleges many more enter than remain to graduate. It is not to be expected, therefore, that all who enter the English High School should without a single instance of failure remain and secure the benefit of its whole course of instruction; but the difference between the entering and graduating class ought not

to be so great as it is. It is believed that this difference would be diminished, that more would enter and more remain to complete the course of study, and thus the influence of the school be enlarged, were our citizens better acquainted with its character, with the value and importance of the privileges it offers, and the thoroughness of the instruction it imparts. The teachers in the school are excellently fitted for their office, and in its Principal it has the advantage of a person who has had long experience as a teacher, and whose vigorous and active mind, ever earnest in the acquisition of knowledge, has kept him up with the times, so that he is familiar with all the best modes of teaching, and with all the discoveries, inventions, and progress made in Natural Philosophy, Astronomy, Navigation, and the higher departments of Mathematics, and is thus able to impart more instruction often than is contained in the text-books, and bring the pupil up to the level of the mathematical and scientific learning of the day, and its practical application in the various employments of life.

That our citizens generally, and especially parents, who have children approaching the age at which they ought to take advantage of the opportunities offered them for the acquisition of an excellent education at the English High School, may more thoroughly understand its character, it may be well to present in this Report a pretty full exposition, not simply of the course of study, as prescribed in the regulations, but of what is actually accomplished at the institution. The prescribed course of studies covers a period of three years, but liberty is given for those who wish, to remain a fourth year, and form an advanced class to receive instruction in Intellectual Philosophy, the Spanish Language, and in the different departments of science and the

higher mathematics. Few, not more than twenty in all, during the last ~~ten~~ years, have availed themselves of this liberty.

The prosecution of the three years' course, with a fair character, entitles the pupil to a certificate, or degree, declaring this fact, signed by the Principal of the School and the Chairman of the Sub-committee, having special charge and supervision of it. The pupils are therefore divided into three classes.

The freshmen, or third class, after entering, are occupied for about six weeks with a pretty rapid but careful review of the studies of the Grammar Schools, particularly of Geography, Grammar, and written and mental Arithmetic. They then take up the three important studies of the first year, — History, Algebra, and the French Language. In the first, Worcester's General History is the text-book. The pupils are not required to learn and recite the text-book *verbatim*, but it is an absolute requisite that they shall so make themselves masters of the subject matter of the text-book, as to be able to give it either in the language of the author, or their own, with *accuracy* and *fluency*. In all recitations, both those qualities, accuracy and fluency, are insisted upon, and also grammatical correctness of expression. Any failure in the latter is noticed by the teacher, and may have attention called to it by the pupils. Ancient Geography is studied in connection with the History of Greece and Rome, and when sufficiently advanced, the pupils are exercised in drawing upon the blackboard descriptive maps of Ancient Greece, Italy or Spain, in which the outlines, or the boundaries, rivers, and mountains of these countries are traced, the principal places noticed, and the important historical events connected with each are recited. This exercise, occupying and employing at the same time the eye, the hand, the memory,

the judgment and the organs of speech, and requiring, as it does, no small amount of care in preparation, and skill in execution, helps to fix firmly in the mind of the pupil the main facts both of the history and geography of those countries. In this manner a good degree of familiarity with the histories of Greece and Rome is attained, and much oral instruction, touching the biography of distinguished individuals, and the domestic economy and habits of the people, their language and literature, is imparted by the teacher, that thus much of the knowledge commonly derived only from the study of the ancient classics may be supplied. In passing from ancient to modern history, particular attention is paid to histories of England and France, as being more intimately connected with that of our own country. This portion interests the pupils, and is studied with greater minuteness and care, and in addition to what is contained in the text-book, each boy is permitted to offer in the recitation whatever other facts or illustrative anecdotes he may learn from other sources. Each boy recites, or is examined upon the whole lesson, and in this way during the year obtains a pretty good skeleton of general history, which can be more and more clothed and made full and perfect by his subsequent reading.

In Algebra every effort is made at thorough instruction by the teacher, and perfect comprehension on the part of the pupil. The text-book used is the excellent one prepared by Mr. Sherwin, the Principal of the school. The lesson must be so learned that the book need not be used at recitation. As far as possible, the study is made practical, and the pupil is requested to show, or is made to understand, step by step, how arithmetic is included in algebra, to be familiar with the various kinds of

analysis or forms of induction applicable to the same problem, and the intimate connection between the arithmetical analysis and the algebraic formula.

The study of the French language is began by the third class about six weeks after entering the school, and instruction in it is continued in all the classes throughout the three years' course. This instruction is commonly given by the regular teachers in the school, though occasionally a special French teacher has been employed. Chouquet is used for pronunciation, and the pupils begin with Farquelle and the Grandpère. The pupils in the third class are required to commit, and can commonly recite with remarkable fluency all the French that they learn, both in their Grammar and Reader, and by the end of the year they can easily understand all the common talk of a Frenchman, and readily answer him with plain easy sentences, not exactly rising to the dignity of conversation in a foreign language, but enough to show that they have a knowledge of the language, and a facility in the use of it, that may fairly be counted an additional power and accomplishment, and is quite equal to what is attained in the same language by older students in most of the colleges. As they proceed, they are made to enter into a pretty thorough and philosophical analysis of the language, are led to notice its points of resemblance or difference as corresponds with their own, and are thus adding largely to their knowledge of the English, while studying the French language. The former language, the English, is a constant study. By general criticism and by special efforts, by attention to the matter in every recitation, and in everything said or written in the school, care is taken to give the pupil such a knowledge of the English language, that he shall always use it with grammatical correct-

ness, with elegance and ease. To this end also, exercises in English composition and declamation are required alternately once a week, and a declamation in French is demanded occasionally, from time to time, so that before the close of the year every pupil makes one declamation in French. Special instruction in Drawing, by a competent teacher, is given to this class, and is continued throughout the three years' course. The third class is separated into two divisions, and each division, in its own room, is under the immediate care and instruction of an usher, but the rooms are frequently visited by the Principal of the school, who in short addresses, or conversational lectures, imparts to them in the course of the year much valuable moral, literary, and scientific instruction.

On entering upon the second year, the second or middle class, in the two divisions mentioned above, come under the instruction of two sub-masters. In the course of studies for this year, Algebra is completed, French and Drawing are continued, and the new branches taken up are Geometry, Book-keeping, Rhetoric, the Constitution of the United States, Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical Calculations, &c., and the Evidences of Christianity, a Monday morning lesson. In the mathematical studies enumerated above, there is a lesson every school day throughout the year, and most of the pupils obtain a pretty thorough knowledge of Plain and Spherical Geometry, and Plain and Analytical Trigonometry. They are instructed in the use of the theodolite and other mathematical instruments, and special effort is made to give them not simply a theoretical knowledge of principles, but a readiness in the

practical application of them; and in this respect, it is believed the English High School is in advance of most of our colleges.

An average of an hour and a half a day for four or five months of the year, is devoted to the study of Book-keeping by double entry, and of all the forms of business. This study is nearly as difficult and intricate often, as it is important, and thorough attention is paid to it by the sub-masters. Instruction is given in the manner of doing business with Banks, in the forms and use of notes, orders, checks, receipts, bills of exchange, powers of attorney, the cash-book, bill-book, invoice-book, and other auxiliary books. Much time and care also are given to general partnerships, special partnerships, and commission accounts, and to the averaging of accounts. Interest, bank interest, discount, the manner and object of indorsing, accepting, and protesting notes, are all studied and thoroughly explained. The result is, not that *every* boy who leaves the English High School, can immediately keep a set of books by double-entry, but that *very many* can do it, and *nearly all* could tell whether books were kept correctly or not. *All* get some knowledge of Book-keeping and the various forms of business, and *some* a knowledge that makes them at once at home, and useful and successful in any counting-room or bank, or commercial office, of any kind. In a large wholesale house in this city, where three or four graduates of the English High School had been successively employed, the books had never been kept strictly by double-entry. One of these graduates, after he had been in the house a few months, suggested to the partner who had charge of the books, that much time and labor in writing might be saved, if he might be allowed to keep the books according

to his method, &c. &c. Objections were made at first, but finally withdrawn. The English High School boy was permitted to make the experiment, which was eminently successful, the balance-sheet for the first quarter covering a large business, showed an error of only three cents.

The Constitution of the United States is regarded as a very important study, and no pains are spared to give the pupils a good comprehension of it, and of the character, details of organization, and the practical workings of the Government established under it. To this end it is required, in the first place, that the text of the Constitution be committed to memory, word for word, by every pupil, and this is done so thoroughly that were any boy, in reciting a section or article, to make a slight mistake, such as using the definite for the indefinite article, or the reverse, nearly every hand would go up in recognition of it. This accuracy is demanded, and considered essential, because the understanding and interpretation of the instrument are to be determined by its exact language. When the text of the Constitution itself has thus been committed to memory, its different sections are taken up; and by the comments in the text-books, by conversation and lectures from the teacher, the pupils get a pretty thorough knowledge of the following topics: The executive departments, and the mode in which the executive and administrative business of the Government is conducted, — the enactment of laws, — the President's veto, its object, &c., — the tariff, taxes, duties, &c., — the custom-house, duties of the collector, naval officer, surveyor, &c., — the registering and licensing of vessels, — quarantine and revenue laws, — the United States mint, — the patent office, — letters patent, and copy rights; what they are, how

obtained, &c., — the army and navy, pensions, bounties, &c., — citizenship, naturalization; how persons are naturalized, — popular elections, manner of electing representatives and senators, — the census of the United States, how it is taken, object and results, — ratio of representation, territories, territorial delegates, compensation, duties and privileges of representatives, senators, and civil officers, — diplomatic agents, consuls, &c., — letters of marque and reprisal, — the writ of habeas corpus, — right of petition, — trial by jury, &c. &c. By learning all that is in the text-book upon these subjects, by a large amount of oral instruction upon them from the submasters, illustrated by the events of the day, the pupils during the second year get a pretty clear knowledge of their rights and duties as citizens, and of the character and principles of the Government under which they live.

In Rhetoric, the text-book is Quackenboss's, and nearly two hundred pages are studies for recitation. Then, as in the third class, an essay or composition is required of each pupil once a fortnight. These compositions are carefully corrected by the teacher out of school, and some are read and criticised before the whole school, the names of the writer not being known, and others are examined privately, each with its author, and the errors pointed out and corrected. Commonly, these compositions may be written any time during the fortnight, and generally they are written at home; but occasionally all are required to write compositions in school, and all at the same time. These compositions are very apt to take the form of a letter, and therefore particular attention is paid to the attainment of ease, grace, naturalness, and propriety in letter writing.

In French, the second class, in the course of the year, read

about two hundred pages in Robinson Crusoe, and learn forty lessons in Fasquelle's Grammar. Not so much time is devoted to it as in the previous year, the regular recitations being bi-weekly instead of daily. Some little time *every day*, however, is spent in speaking French, and frequently a larger time is devoted to writing notes and letters in French; and in the course of the year a declamation in French is required of each pupil. The result is, that progress is gradually and constantly made, the pupils can translate French into English with greater facility and correctness, understand it when spoken, and speak it with more fluency.

Drawing is continued through the year, and good progress is made in this department, a knowledge of which is of incalculable value to any man, whatever be his calling. The second class commonly commence the year with the study of linear perspective. They soon learn to draw from plans; then they begin to sketch from objects; and at the close of the year all can draw any simple object set before them, and some who have natural gifts can draw more complicated forms.

Exercises in declamation are required every alternate week, and to those interested and having the physical qualities requisite for any great excellence, considerable instruction is given out of school hours.

Penmanship is not neglected, though no special time is assigned for instruction in it; and in all the exercises of the class grammar is a matter of constant study and attention. Mistakes in pronunciation, or grammatical construction, are immediately noticed.

As will be observed by the details here given, the close of the second year brings the pupil to a degree of education in

which he is pretty well fitted for good service in a store or counting-room, or for the learning and for the successful prosecution of some mechanic art. The consequence is that many leave the school at the close of the second year, and the class which at the beginning of the vacation in July was large enough to employ two sub-masters, on becoming the first class at the beginning of the term in September, is so reduced that it can be faithfully instructed by one master,—the Principal of the school. In the third year, French, Drawing, Trigonometry, with its applications, etc., and Christian Evidences—a Monday morning lesson—are continued, and the following additional studies pursued,—Astronomy, Natural Philosophy, Moral Philosophy, Political Economy, Natural Theology, and Shaw's Lectures on English Literature. Such of the pupils as, in the judgment of the master, have acquired a competent knowledge of the French, may study the Spanish language, which the master is prepared to teach. From the above enumeration, it will be seen, that to the pupils who have made a faithful use of the two previous years, the third year is of immense benefit and importance, and that they who forego its advantages, lose a discipline which would tell largely upon the development of their intellectual powers, and a fulness and completeness of literary and moral culture, which, while it would help to secure their success in life, would also fit them to fill with honor and usefulness any position to which that success might raise them. In the third, as in previous years, the great thing aimed at, is *thoroughness*. “Indeed,” to use the language of the Principal, Mr. Sherwin, “no pains are spared to make the student understand both theoretically and practically what he learns. To secure practical knowledge in the sciences especially, much

attention is paid to practical application. To this end, in Geometry we accustom the pupil to calculate the measurement of a great number of triangles, quadrilaterals, polygons of any number of sides, circles, spheres, pyramids, etc., the proper geometrical data being known. The same course is pursued in Trigonometry, in its applications to the solution of triangles simply, as well as Navigation, Heights and Distances, and Mensuration generally. Examples are repeated and multiplied until the dullest student can perform most cases respectably, and good students can solve any case without failure."

In Natural Philosophy not only is the text-book faithfully learned, and in many cases corrected, but many additional demonstrations are made upon the blackboard, to supply the want of proof in the text-book and enable the pupil to give a reason for everything. The principles of Natural Philosophy are also elucidated by copious experiments; so that the student's knowledge is corroborated and fixed by the solution of hundreds of problems, embracing the principles of this science and involving those of the sciences previously studied in the earlier part of the course. Through these experiments the students learn practically, of course, the use of drawing instruments, of the barometer, theodolite, sextant, microscope, telescope, and of the philosophical apparatus generally.

That the thoroughness which is insisted upon at the English High School, and the practical knowledge which it aims to impart tell in after life, we have abundant evidence. Not long since a young man, a graduate of the English High School of three or four years standing, called to thank Mr. Sherwin for making him study Mathematics and Navigation so thoroughly; as, on board a ship, when the master had died, and the other

officers were sick, he, through the knowledge which he obtained at the English High School, was *able to navigate the vessel*. An Engineer, who had many young men in his office and employ, said to Mr. Sherwin that he had never had a boy from the English High School who needed to be told how to solve triangles, while graduates from colleges often needed aid and further instruction in that matter. The course of studies at this School is well adapted to prepare the pupils for civil engineering, and many of them have gone into one or other of the departments of that profession; and several of the best Architects in the City are graduates of it. The building recently erected on Berkley Street for the Natural History Society, was planned by a young man, a graduate of the English High School. Two of the graduates of this school subsequently held the highest rank, each in his class, at West Point, and several subsequently distinguished themselves at the Naval Academy, and have now an honorable reputation in the Naval Service. A distinguished graduate of West Point, formerly Principal of the Normal School at Bridgewater, having frequent opportunities to judge, said that, after West Point, the English High School was *first* in regard to *thoroughness*. And not long since, an eminent teacher in Rhode Island wrote to inquire about the methods of instruction in Book-keeping at the English High School, because, on visiting the school one day, he had witnessed a recitation and examination in this branch, from which he judged that Book-keeping was more *fully* and *thoroughly* taught there than he had ever seen or known it to be elsewhere. The fact that one of the most eminent professors at Cambridge, the first in his class at graduating, went through most of the whole course of the English High School, before,

and as a part of his preparation for entering Harvard, and the fact that, in two or three instances recently, the first scholar in his class at Cambridge had been some one who, in like manner, had availed himself of the whole or two thirds of the course at the English High School, would go to confirm what has been said about the *thoroughness* of our instruction, and to show that the best preparation a young man can make for college, is to avail himself, in English studies, of the advantages of this school. The necessary amount of Latin and Greek for entering Harvard College, can be acquired by a pupil who has gone through the English High School, in about two years. One of our recent pupils, totally ignorant of the ancient languages, fitted himself to enter Harvard in one year after graduating at the English High School. But it is unnecessary to multiply the enumeration of facts and anecdotes of this kind.

The foregoing detailed account of the course of studies, and of the *thorough* and *practical* instruction given at it, has been presented, first, as a just tribute to the master of the school and three of his associate teachers, who, for these many years, have been quietly, with unwearied fidelity and large usefulness, discharging their duties in that institution, and secondly in the hope that it may lead the citizens of Boston generally to a better knowledge and appreciation of the character of the school, and thus bring a larger number of the youth of our City to the use and the improvement of its rich provisions for their intellectual and moral culture.

Respectfully submitted,

S. K. LOTHROP, *Chairman.*

Table showing the number of pupils admitted to the English High School, from each of the Grammar Schools.

Schools.	Number Presented.	Average age.		Admitted Clear.	Conditional.	Rejected.
		Years.	Mos.			
Adams.....	6	15	4	4	2	..
Bigelow	5	15	3	2	2	1
Boylston	2	14	6	..	2	1
Brimmer	18	14	8	18	..	..
Chapman	3	16	9	2	1	..
Dwight.....	17	15	6	14	3	..
Elliot.....	8	14	11	6	2	..
Lawrence.....	2	15	1	2	..	..
Lincoln.....	2	15	2	1	1	..
Lyman.....	..	..	..	..	..	..
Mayhew	8	15	6	7	1	..
Phillips.....	2	15	8	2	..	..
Quincy	10	15	4	9	1	..
Latin	3	..	..	3	..	..
Private schools	3	..	..	3	..	..
Out of town	5	..	..	5	..	..
	94	15	3	70	15	2

GIRLS' HIGH AND NORMAL SCHOOL.

THE Committee on the Girls' High and Normal School respectfully present the following Report of the present condition of the school, and of the results of the past year.

There are now engaged in the work of instruction the Master, and Head Assistant, ten assistants, and four teachers in the several departments of Music, Drawing, and the French and German languages. Miss Elizabeth C. Light has been appointed an assistant teacher in addition to those previously reported. The whole number of scholars is three hundred and fifty-four. There are twenty-one in the advanced class, seventy-five in the Senior, one hundred and eighteen in the Middle, and one hundred and forty in the Junior class.

At the examination for admission in July, 1863, one hundred and fifty-one candidates were presented, all but nineteen of whom were from the Public Grammar Schools of this City. One hundred and fifteen were admitted unconditionally, twenty-two on condition that they should pass a second examination in one or more studies in September, and fourteen were rejected. Thirty-five of the candidates, coming from four of our city schools, gave 90 per cent. or more of correct answers. At the second examination, held on the second Monday in Sep-

tember, twenty-two others were presented, making the whole number examined this year one hundred and seventy-three. One hundred and fifty-five were admitted, and one hundred and fifty-one have become members of the school.

The first table appended to this Report gives the results of these examinations, and of those of the previous year. By referring to that table, it will be seen that in 1862 there were one hundred and seventy-two examined, and one hundred and sixty-three admitted. The number of successful candidates is less this year than it was last year, but those admitted passed the examination in a more satisfactory manner. In 1862, one hundred and two were admitted without conditions, and fifty-nine gave 75 per cent. or over, of correct answers. In 1863, one hundred and twenty-four were admitted unconditionally, and the number of those who gave at least 75 per cent. of correct answers, was one hundred and six. The questions given were easier, and a higher percentage was required for admission. It was thought best to receive those only who appeared to be qualified to go through the course of study with advantage to themselves. It will be noticed that the twelve who gave less than 50 per cent. of correct answers, were from "other schools." Although some of these were graduates of High Schools, and were undoubtedly proficient in the branches of learning taught in those institutions, they were not sufficiently acquainted with those elementary studies which lie at the foundation of a good education.

There are twenty-two pupils attending this school who do not reside in Boston. These young ladies, many of whom formerly lived in this City, have represented to the Committee that they could not be as well fitted to become teachers in any

school in the neighborhood of their homes, and that it would be inconvenient and expensive to attend one of the State Normal Schools. They are required to pay the average cost of tuition, except when excused by the vote of the Committee.

Having given in the last Annual Report an account of the origin of the school, and of its history during the ten years that had then elapsed since it went into operation, the Committee propose now to present a brief sketch of the course of study, and of the method of teaching. In the first year the young ladies review very carefully the preparatory studies. Particular attention is paid to the principles and methods of classification, arrangement, and explanation with reference to teaching. The other studies of the Junior class are Rhetoric, the reading of standard English authors with exercises in criticism, composition, the science of Perspective, and vocal music. Latin and German, which are considered as voluntary studies, are begun, by those who take them, in this year, and continued throughout the whole course. Geometry is studied during a part of the first year. It is again taken up during the middle year, and with Trigonometry forms a part of the mathematical studies of the Senior class. It is carried as far each year as it can be conveniently used in other studies of the course, in Mathematical Geography, Perspective, Map-drawing, Natural Philosophy, Astronomy, and Mensuration. The Middle class receive special instruction in the theory and practice of teaching, and begin the study of French. In addition to those studies which are continued from the Junior year, the course for this year embraces Algebra, Natural Philosophy, and General History. The Seniors, besides the branches already mentioned, take Astronomy, Mathematical Geography,

Geology, and Botany. They have also lectures on Chemistry and Physiology. Lessons are generally assigned by topics, and the pupils are encouraged to investigate subjects for themselves, rather than to learn a lesson from any particular text-book. On many of the subjects studied in this school, essays are written by members of one class, and these manuscripts become the text-books for other classes.

Throughout the course, each class has a special exercise once a fortnight. A subject is given out for previous study, and one of the class is appointed to give a lecture upon it of about three quarters of an hour in length, before the whole class, and in some cases before the larger part of the school. Then, one quarter of an hour is spent in asking questions, making additions, and in conversation upon the subject of the lecture. These form very valuable teaching exercises for the school. No opportunity is neglected of calling the attention of the scholars to the best modes of teaching and of school discipline; and in the greater part of the recitations the pupils are themselves the instructors of the classes, under the careful supervision of the regular teachers. By direct and incidental instruction in the art of teaching, a very effectual "Normal training" is given to those who are to become the teachers of our Primary and Grammar Schools.

An opportunity of seeing the actual operation of this school was given to the friends of the pupils and to the public on the 13th of July, and on the three following days. The first portion of each day was devoted to recitations in the several rooms. Afterwards abstracts of special exercises which had been prepared during the year in the regular course of study, were

recited by some of the young ladies, and exercises in Drawing and in vocal music, were conducted in the usual manner.

The teachers in the Girls' High and Normal School, in order to answer the questions asked by their pupils, and give a correct opinion on every point discussed during the recitations, must not only remember what they have themselves learned, but also be familiar with the latest discoveries in science, and keep pace with the advance of knowledge. And a large portion of their time is bestowed upon the correction of abstracts, essays, and answers to questions proposed in the monthly examinations. The Committee are happy to state that all the teachers are fully qualified for their important position by the possession of a high grade of scholarship, and that they have discharged their laborious duties faithfully, and willingly. The instruction given is thorough. The system, order, and discipline of the school are excellent.

The exercises of the school are so arranged, that no pupil is compelled to study at home more than two hours a day. This time is regularly and faithfully devoted to preparation for the recitations, and to the special exercises and abstracts required, will be found sufficient.

Some industrious scholars, becoming deeply interested in their studies, may devote to them more time than this, and others, postponing their duties to a late period, may occasionally find it necessary to deprive themselves of a portion of their needed rest and recreation; but there is nothing in the requisitions of the school that demands protracted study which is injurious to the health. The school hours are from 9 A. M. until 2 P. M. except on Wednesdays and Saturdays, when the

pupils are dismissed at one o'clock. There is a recess of thirty minutes, and there are two shorter intermissions which are devoted to physical exercises. Four hours at school, and two hours at home daily, are all that are devoted to study and recitations.

It is believed that some of the pupils have suffered from breathing the impure, poisonous air of the unventilated rooms in the Schoolhouse. An order was adopted by the School Board, in December, 1862, requesting the Committee on Public Buildings of the City Council, to introduce into the Hall and other rooms of the North Building, Robinson's Ventilators, which are already in use in our South Building, in the Bowditch and other schoolhouses, in the Public Library, the Court House, and other edifices. With this request the Committee on Public Buildings have refused to comply. They undertook to change the air of the schoolrooms by other methods, which have proved to be entirely ineffectual. The Hall is not now used as a Ward Room, and it is no longer necessary to suspend the exercises of the school on Election days. Some alterations and improvements have been made in the School Buildings, and, with the exception of the want of cloak-rooms for the Middle and Junior classes, they seem to be well adapted to the purposes of the school.

The annual reunion of the former members of the school, was held at the Schoolhouse, on the 4th of June, when a Poem,* and a very able historical sketch of the events of the past year, were read by their authors, and an original ode was sung. There have also been meetings of the several classes

* This poem, which was afterwards printed for private distribution, is inserted in this volume.

during the year. These pleasant social gatherings, besides keeping alive the friendships formed at school, afford opportunities for collecting information concerning the graduates. It was stated in June, that one hundred and seventy-one of the former members of the school were known to be married, and that one hundred and seventy-five were then engaged in teaching in the Public Schools of Boston.

From the valuable statistical tables, prepared by the Head Assistant, and appended to this Report, it appears that the whole number admitted to this school since its establishment in 1852, is thirteen hundred and seventy-two. Three hundred and fifteen graduated, and three hundred and two became teachers. There have been two hundred and sixty-five appointments of teachers from this school in our City Schools, and one hundred and seventeen in other schools. Substitutes have been supplied for our Public Schools, on five hundred and seventy-nine occasions.

For the Committee,

HENRY BURROUGHS, JR.

Chairman.

Result of the Examinations for Admission to the Girls' High and Normal School, for 1862 and 1863.

Names of Schools.	1862.										1863.					
	No. of Candi- dates.	Average age of Candidates.	No. admitted.	Admitted without con- ditions.	Per cent. of correct answers.	No. giving .75 and over of cor. answers.	No. giving .80 to .75 of cor- rect answers.	No. giving less than .80 of cor. answers.	No. of Candi- dates.	Aver. age of Candidates.	No. admitted.	Admitted without con- ditions.	Per cent. of cor. answers.	No. giving .75 and over of cor. answers.	No. giving .80 to .75 of cor- rect answers.	No. giving less than .80 of cor. answers.
Adams.....	6	16.5	6	4	.68	1	5	..	6	16.2	5	2	.61	0	5	..
Bigelow.....	13	15.9	13	3	.61	..	11	..	9	16.4	9	5	.71	4	5	..
Bowditch.....	6	14.11	6	4	.66	..	6	..	5	15.2	5	3	.73	2	3	..
Bowdoin.....	19	16.2	19	16	.77	12	7	..	11	16.5	11	11	.89	11	0	..
Chapman.....	6	16.5	6	6	.70	1	5	..	9	16.	9	7	.74	4	5	..
Everett.....	12	16.1	12	12	.88	12	..	..	23	16.2	23	23	.92	23	0	..
Franklin.....	13	15.9	13	12	.76	7	6	..	15	15.8	15	15	.86	14	1	..
Hancock.....	15	15.10	15	5	.66	2	13	..	8	15.5	8	7	.78	7	1	..
Lawrence.....	5	15.6	5	1	.58	..	5	..	8	15.1	7	5	.69	2	6	..
Lincoln.....	10	15.11	9	1	.61	..	9	1	7	15.4	7	6	.70	4	3	..
Lyman.....	2	15.7	2	2	.73	..	2	..	5	16.2	5	4	.73	2	3	..
Wells.....	7	16.	7	6	.71	1	6	..	10	16.1	9	7	.75	6	4	..
Winthrop.....	26	16.1	26	25	.78	21	5	..	16	16.3	16	16	.87	16	0	..
Other Schools.....	32	17.	24	5	.57	2	20	..	41	16.10	26	13	.60	11	15	12
Totals.....	172		163	102		59	100	1	173		155	124		106	51	12

Numbers admitted to the Girls' High and Normal School,
from different schools, in each year, from September, 1852,
to September, 1863, inclusive.

SCHOOLS.	1852-3	1853-4	1854-5	1855-6	1856-7	1857-8	1858-9	1859-60	1860-1	1861-2	1862-3	1863	Total.
Adams.....	..	..	..	.	..	4	4	8	5	9	4	4	38
Bigelow ...	9	10	7	7	9	4	8	11	4	10	12	7	98
Bowditch..	..	..	..	..	14	..	..	..	..	4	6	3	13
Bowdoin...	14	13	14	7	..	12	17	13	10	18	16	10	158
Boylston...	2	4	..	1	1	..	2	2	2	..	..	..	14
Chapman ..	8	3	4	5	9	4	4	12	7	1	7	8	72
Dwight	2	1	4	6	4	8	8	8	8	..	..	..	49
Everett ....	..	..	..	..	..	..	..	..	..	13	9	20	42
Franklin...	8	4	7	9	5	12	10	20	13	14	13	17	132
Hancock...	4	5	2	6	13	9	8	13	12	8	16	9	105
N. Johnson	5	6	6	..	..	..	..	..	..	..	..	..	17
S. Johnson	..	5	..	..	..	..	..	..	..	..	..	..	5
Lawrence..	..	..	..	..	5	1	1	5	4	7	3	6	32
Lincoln....	..	..	..	..	..	..	..	..	7	7	7	7	28
Lyman.....	4	11	5	10	3	2	3	1	4	3	2	4	52
Mather.....	3	4	2	..	..	..	..	..	..	..	..	..	9
Otis.....	3	..	..	..	..	..	..	..	..	..	..	..	3
Wells.....	13	6	3	14	6	6	7	16	8	12	7	8	106
Winthrop .	8	4	3	18	12	14	10	14	21	22	24	16	166
Other Schs.	21	12	15	22	11	13	14	21	14	27	31	32	233
Totals...	104	88	72	105	92	89	96	144	119	155	157	151	1372

Appointments of Teachers from the Girls' High and Normal School, in each School District, from 1852, to September, 1863.

Names of Schools.	High.	Grammar.	Primary.	Total.
Girls' High and Normal	12	..	..	12
Adams.....	..	2	1	3
Bigelow.....	..	5	7	12
Bowditch.....	..	11	1	12
Bowdoin.....	..	3	1	4
Boylston.....	..	12	10	22
Brimmer	5	5	10
Chapman	12	11	23
Dwight and Everett.....	..	23	5	28
Eliot.....	..	10	6	16
Franklin.....	..	13	2	15
Hancock.....	..	8	3	11
Hawes	1	..	1
Lawrence....	..	6	11	17
Lincoln.....	..	2	8	10
Lyman.	6	6
Mayhew.....	..	3	3	6
Phillips	9	1	10
Quincy	8	7	15
Wells	4	2	6
Winthrop.....	..	15	11	26
Total	12	152	101	265

Appointments of Teachers and Substitutes from the Girls' High and Normal School, in each year, for the several grades of Schools.

Year.	Primary.	Grammar.	High.	Total in City Schools.	Other Schools.	Total.	Substitutes.
1852-53	1	1		2		2	3
1853-54	1	5		6	4	10	11
1854-55	2	5		7	6	13	17
1855-56	8	11	3	22	11	33	10
1856-57	8	13	2	23	18	41	16
1857-58	13	12		25	21	46	58
1858-59	11	21	1	33	11	44	62
1859-60	9	15	3	27	16	43	81
1860-61	20	32	1	53	13	66	76
1861-62	17	20		37	9	46	124
1862-63	11	17	2	30	8	38	121
Total,....	101	152	12	265	117	382	579

The number admitted to the Girls' High and Normal School in each year since 1852, the number of Graduates, and of those who have become Teachers.

Admitted.		Graduated.		Became Teachers.
1852	104	1855	29	48
1853	88	1856	22	30
1854	72	1857	23	29
1855	105	1857	26	47
1856	92	1858	20	41
1857	89	1859	31	30
1858	96	1860	42	35
1859	144	1861	61	24
1860	119	1862	52	6
1861	155	1863		3
1862	157			
1863	151			
	1,372		315	302



REPORTS

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

FOR THE YEAR 1863.



SIXTH SEMI-ANNUAL REPORT.

To the School Committee of Boston.

GENTLEMEN : In conformity with the requirements of your Regulations, I respectfully submit the following as my Eighteenth Report, the sixth of the semi-annual series.

During the last six months, I have made upwards of two hundred and forty visits to our Primary Schools, an average of nearly one visit to each school, and about one hundred and sixty to the Grammar and High Schools, the whole number of visits amounting to more than *four hundred*. Of the visits to the Grammar Schools, much the greater number was devoted to the divisions composing the fourth class, nearly every one of these divisions having been visited and inspected, at least once, during the last half-year.

As these visits are made without regard to any regular order as respects districts or sections, and without any previous notice, my entrance to the rooms being heralded not even by a rap at the door, they afford the best possible means of ascertaining the true condition and the actual management of the schools. The spirit and manner of the teacher, the deportment and industry of the pupils, the every-day working aspect of the schools, are thus seen at a glance, as they really are, no al-

lowance being required, for the embellishments of holiday attire, the excitement of expectation, or the pleasing effect of special preparation, which are proper enough on formal occasions, but which are not calculated to help a visitor in making up a just estimate of the actual merit of a school. On entering a school, the temperature and purity of the air, the cleanliness and order of the room, the personal condition of the children, their application to study, their attention while reciting, and the stage of their advancement in the text-books, — the tact, skill, and judgment of the teacher, the mode of conducting recitations, the nature of the discipline, and the attendance and punctuality as shown by the records, these things and many others, which make up the character of a school, are observed as carefully as circumstances will permit, while the teacher proceeds for a time without interruption, with whatever work happens to be on hand. Having observed the operations as far as may seem desirable, it is a common practice with me to take a class, or the whole school, and conduct a brief exercise, in order to exhibit some method which the teacher desires to see illustrated, or to hint some improvement which could not be so well presented in direct terms. By thus going from school to school, at all periods of the year, at every hour of the sessions, in every part of the city, by this laborious but interesting service, I endeavor “to obtain as far as practicable a personal knowledge of the condition of the schools, so as to be able to suggest improvements and remedy defects in their management” The whole number of my recorded visits, during the past *year*, amounts to nine hundred, and if to this number were added the casual calls of which no account has been kept, the total sum

would probably exceed one thousand. This statement may, perhaps, suffice to show that I have not neglected this department of my duties. For this purpose alone it is presented, and not to claim any merit for it. I am well aware that the usefulness of visits to schools is not to be estimated solely nor chiefly by their number. Hence, it has been my aim, while engaged in this service, to produce the best results, rather than to present a showy numerical account of my doings.

On the afternoon of the 11th day of October, a general meeting of the Primary Teachers was held in the hall of the Normal School. The session of two hours or more was occupied in presenting some of the suggestions as to the management and instruction of the schools, which had occurred to me while making the circuit of inspection. All the teachers were present, except seven, and these rendered satisfactory excuses for their absence. The Board of School Committee was represented by eleven of its members, whose presence added much to the interest of the meeting. A similar meeting of the Teachers of the Grammar Schools was held, in the hall of the Hancock School, on the afternoon of the 6th day of February. Fourteen members of the Committee and the Secretary of the Board of Education, honored the occasion with their attendance. Some ladies were prevented from attending by the extreme inclemency of the weather. The names of the absentees, and their excuses for absence, have been reported to me. I am not aware that any one who remained at home, ought to be blamed for so doing, but I am sure that some who came in the face of such a storm, deserve commendation. This was the first meeting of the teachers of this grade of schools, under the regula-

tions permitting the schools to be dismissed for the purpose, and thus implying an obligation on the part of the teachers to attend. When this plan has had a fair trial, it is believed that it will be found preferable to that which was first adopted.

By the courtesy of the Truant Officers, I have been favored with duplicate copies of the quarterly reports which they are required to submit to his Honor the Mayor. By this means and by frequent personal consultations, I have been enabled to keep myself informed as to the manner in which their duties have been performed, as well as with regard to the fidelity of the teachers in complying with the regulations relating to the subject of truancy. The statutes concerning truants and absentees from school, constitute an essential part of our system of public instruction, and it seems highly proper that the Truant Officers, who are exclusively occupied as ministerial agents in the management of this important branch of the system, should be responsible to the School Board and under its immediate control. For a detailed account of the operations of these officers during the past year, and also of the recent legislation on the subject of truancy, I beg leave to refer to a document prepared by me, at the request of the Committee on the Annual Report, to accompany their forthcoming Report.

In accordance with the requirement of the Regulations, I have continued to keep a record of the applications of candidates for the situation of teacher. This record, together with the files of testimonials, is always open for the inspection of the members of the Board. When the applicants seem to me promising, I encourage them to present themselves for examination, provided an opportunity is afforded. I regret to say, however, that the

services of many superior teachers have been lost to the City, for want of a better system of examination. Indeed, we can hardly be said to have any *system* at all. In some districts, examinations seem to have been wholly given up, while, in others, only a small number of candidates are permitted to compete for the vacancies. It is evident that the mode of examining and selecting teachers should be such as to secure the best teaching talent that can be secured for the salary paid. The sole object of paying liberal salaries is to purchase the services of superior teachers. But this liberality will avail little, unless we open wide the doors, and invite competition from all quarters. This could be done, with the greatest benefit to our schools, by providing for regular periodical examinations, to be conducted by a committee representing all the wards of the City. This measure has already been under consideration by the Board, and when, by a more thorough discussion, it has become well understood in all its bearings, I trust it will be adopted.

The statistics of our school system are well worthy of careful cultivation and study. Accurate statistical information is necessary for the wise management of affairs of every description. The administration of a system of public instruction forms no exception to this general principle. The admirable statistical tables published during the past five-and-twenty years, under the direction of the State Board of Education, have been of immense benefit to the cause of popular education, not only in this Commonwealth, but throughout the country; and if the Board and its officers had done nothing else, this service alone would have compensated tenfold for all the cost of their operations.

I do not deny that statistical tables relating to education may lead, and have led, to incorrect notions, when the bare numerical results have been considered, without reference to the causes and the accompanying circumstances; but when used with due caution, they are, nevertheless, of high importance. It is especially necessary that care should be taken in determining *what elements of information* are suitable to be reduced to numerical calculation and exhibited in tables. Education itself, I mean education in its higher and broader sense, cannot be adequately represented by any method of mathematical notation. The growth of a tree may be measured, and stated in figures, but the growth of mind and the development of thought are beyond the scope of numbers; they are matters of judgment and opinion, and not subjects of arithmetical computation.

The highest object of education is the formation of right character; but who can take the gauge and dimensions of character, and put them into a decimal expression? Some of the lower results of study and instruction may, indeed, be represented by figures, as the percentage of words spelled, or the number of correct answers to arithmetical problems. So may the merits of recitations and examinations, in general, be judged with reference to an assumed numerical standard, and thus treated as quantities. But, in dealing with this class of statistics, there is great danger of doing injustice both to teachers and pupils; and comparisons and judgments, based upon such information, should be received with the greatest caution. At best they are but rough approximations to the truth. I regard it as one of the merits in the management of our school system, that this kind of information has not, in general, been estimated

above its just value. Just in proportion to the weight we give this class of statistics in determining the merit of a pupil, will that pupil be tempted to perform his tasks with reference to the marks he can get for them, and not for the good they may do him; and so if we make them the test of the standing of a school, the teacher of that school feels obliged to teach with reference to such results as can be represented by figures, rather than with the view to do the best thing for his pupils.

When I speak of the importance of cultivating school statistics, I have in mind, more especially, other classes of facts, such as are capable of being ascertained and expressed with exactness. The principal facts which indicate the state and condition of a school system, are, the school population, the number and ages of the pupils in public and private schools, the number of non-attendants, the amount of schooling actually enjoyed by pupils,—that is, how many attend one year, how many two years, and so on,—the average whole number belonging to the schools, the average daily attendance, the average daily absence, the amount of truancies, the percentage of attendance, the studies pursued, the classification, the promotions, the number in each grade, the number who complete the course in each grade of schools, the number of teachers of each grade, the period of service of the teachers, the number of pupils to a teacher in each grade, the length and number of daily sessions, the length and distribution of terms and vacations, the extent of accommodations showing the amount of house-room and yard-room provided for each pupil, the cost of accommodations, the salaries of the teachers, and the incidental expenses. Nor is it sufficient to know these facts in the aggregate; they should be

followed, as far as possible, into the details; and, while large views should be taken, minute objects should not be considered beneath attention. So far as practicable, these facts should be diligently collected, collated, and tabularized, so as to render them easy of examination and reference, both in the particulars, and in the aggregates.

In former Reports, I have had occasion to speak of the returns of the School Census of the City which have been made for several years past, as imperfect and unsatisfactory. With the view to obtain, with a greater degree of accuracy, this element of our education statistics, which is required by the statutes of the Commonwealth, and which is essential as a basis of our "investigations as to the number and condition of the children in the City who are not receiving the benefits offered by the public schools," I addressed a communication to the Assessors, whose duty it is to make these returns to the School Committee, respectfully requesting them to engage a competent and experienced canvasser, who should make the enumeration required by law, and collect other statistics relating to the same subject, within such period and in such manner, as to be relied on, as being substantially correct and entitled to confidence. To this request, I am happy to report, the Assessors rendered a prompt and cheerful compliance, and authorized me to frame the questions to be put by the canvasser, and to prescribe the form of the books in which the entries are to be made. The results of the plan which has been adopted, and which is to be executed in May next, the month fixed by law, I hope to be able to present in my next Report.

It has been remarked by educators, that our Reports, how-

ever meritorious in other respects, have not been so full and complete as could be desired, in the matter of statistics. This criticism is undoubtedly just, but I have, during the past year or two, taken some pains to supply the deficiency complained of. Once a year may be considered often enough, perhaps, to present the statistics, in full, and the most appropriate time seems to be that immediately after the close of the school year. At this period of the year, it may be sufficient to give an abstract of the semi-annual returns, as I am now required to do, by the Regulations. I had hoped to obtain the returns of the half-year just closed, in time to give the results in this Report; but this I have been unable to do, and I therefore append the abstracts of the returns for the half-year ending August 31, 1862. It is hoped that hereafter all the teachers will send in their returns on the day of the close of the term, and thus afford time to collate and condense them for the semi-annual Report to which they properly belong. I insert, however, here some of the most important facts contained in the returns of the Grammar Schools, for the last six months.

The following table shows the average whole number, the average attendance, average absence, and the per cent. of attendance of the several Grammar Schools, for the six months ending February 28, 1863.

Schools.	Average Whole No.	Average Attendance.	Average Absences.	Per cent. of Attendance.
Adams	570	546	22	96
Bigelow	768	712	57	93
Bowditch	821	763	59	93
Bowdoin.....	542	501	41	92
Boylston.....	527	506	20	95
Brimmer.....	639	606	32	94
Chapman	782	722	60	92
Dwight	650	612	37	94
Eliot	661	640	21	97
Everett.....	606	578	28	95
Franklin.....	697	626	73	89
Hancock.....	840	790	50	94
Lawrence.....	761	750	11	98
Lincoln.....	618	563	55	90
Lyman	407	390	18	95
Mayhew	518	488	29	94
Phillips.....	548	500	48	90
Quincy	815	767	48	93
Wells	524	481	43	92
Winthrop.....	858	770	87	89
Totals.....	13,131	12,292	839	93 av.

The average per cent. of attendance is *ninety-three*, which is as high perhaps as ought to be desired. It seems scarcely necessary, however, that there should be so great a difference between the highest per cent. and the lowest. It is supposed

that the schools where the highest per cent. appears, either differ from others in the practice of discharging pupils, or expend too much effort to secure attendance, or else they enjoy some local advantages which other schools do not possess. Our Regulations are obviously deficient in respect to provision for determining what constitutes membership of a school. As there are no rules prescribed by the Board, for the guidance of the teachers in discharging pupils from their registers, each, of course, adopts the plan which commends itself to his own judgment. Under these circumstances, it is not expected that there will be uniformity of practice in reference to this matter, in all the schools. I do not know that there is any serious objection to a healthy and moderate competition among the schools in regard to attendance, but to render any comparison in this respect just and fair, it is necessary that, in admitting and discharging pupils, all teachers should conform to the same rules. The rules recommended by the Special Committee, to whom this subject was referred some time since, are perhaps as free from objections as any which can be framed.

Rule 1st. No scholar shall be discharged from school on account of sickness, unless by request of their parents.

2d. Any scholar who is absent for one week from any other cause than sickness, shall have his name stricken from the roll immediately, but shall be re-admitted on application.

3d. Any teacher who is satisfied that a scholar does not intend to return to school, may take his or her name from the roll.

4th. Scholars shall not be counted as present, who shall report themselves at the beginning of the session, and then get excused; but pupils shall not be counted as absent, who for reason of ill health are permitted by the District Committees to attend school during a part only of the day.

The following table shows the number of pupils in each of the four classes of the Grammar Schools, and also the number above fifteen years of age : —

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	No. over 15 years.
Adams	95	111	139	193	41
Bigelow	116	160	224	266	54
Bowditch	117	239	237	198	19
Bowdoin	159	96	139	145	91
Boylston	107	124	125	153	8
Brimmer	95	151	199	188	25
Chapman	109	200	218	255	69
Dwight	96	109	205	232	39
Eliot	102	108	210	222	16
Everett	97	111	155	228	71
Franklin	110	145	224	216	82
Hancock	149	221	184	255	38
Lawrence	106	152	214	277	53
Lincoln	105	100	164	241	56
Lyman	51	99	123	126	27
Mayhew	88	109	168	146	38
Phillips	90	112	110	228	64
Quincy	92	151	173	379	28
Wells	133	115	102	167	49
Winthrop	165	207	255	224	140
Totals	2,182	2,820	3,568	4,339	1,008

The foregoing table affords information of much value, both in estimating the general condition of the schools, and in determining their relative merit. By the Regulations, each school

is required to be divided into four grand divisions, called classes, and certain studies and text-books are prescribed for each class. This table, therefore, enables us to see, at a glance, how many pupils, in the aggregate, are pursuing the branches assigned to each class, and, also, to see the proportion which the number in each class bears to the whole number of pupils. I confess I feel somewhat surprised to find so great a disparity between the upper and the lower classes. The number in the two upper classes is sixty-three per cent. of the number in the two lower classes. It will be observed that there is considerable diversity among the schools, in respect to the proportion of pupils in the several classes. In one school the largest class is the first, while in another the first class is less than twenty-five per cent. of the fourth.

The last column of the table, which exhibits the number of pupils over fifteen years of age in each school, deserves some attention. But this item would be more valuable if it were so modified as to show to what classes this description of pupils belong. In the mixed schools there is a difficulty in the classification of the upper division which is not experienced in the unmixed schools; for, while the girls who are destined for the Girls' High and Normal School, must remain at the Grammar School till fifteen at least, the boys may, and should be admitted to the English High School, a year or two earlier. If the boys and girls of the same age are equal in scholarship, and those of the same class graduate at the same time, the former are retained too long, or the latter not long enough. I can suggest no remedy to this evil except a rigid compliance with the Regulations, which permit home lessons to be assigned to

boys, while girls are exempted from such lessons. To carry out this plan, it would be necessary to teach the girls and boys in separate divisions, or at least in separate sections. In this way the girls might be one or two years longer than the boys, in completing the Grammar School course, and it so happens that the number of girls in the mixed schools, is much less than the number of boys, so that the plan proposed would tend to equalize these numbers, rather than to cause an inconvenient disparity. I am aware that this suggestion is liable to objections, but still it seems worthy of consideration.

The examination of candidates for promotion from Primary Schools, as now conducted by the masters, is, generally, systematic and thorough. The Principal of the Brimmer School kindly furnished me with the following excellent programme of his recent examination, which I take the liberty to insert here, as an illustration of the present working of an important part of our system :—

“Inquiries made of teachers concerning their pupils, and examination, in the following order.

“1. Limit. 2. Home. 3. Age. 4. Character. 5. Any lame or having any physical ailment. 6. Attendance. 7. Analyze, and make inquiries about ‘Exercises in Enunciation’ in the first part of the Reader. 8. Punctuation. 9. Reading. 10. Spelling. 11. Arithmetic and Combinations in Arithmetic. 12. Write on the slate a sentence and figures. 13. Abbreviations. 14. Capitals. 15. Arabic and Roman figures. 16. General appearance. Ascertain if there are any pupils in the Second Class qualified to enter the Grammar School.

“Average age of boys admitted from the Primary Schools, Brimmer District :—

“INTERMEDIATE SCHOOLS.

Suffolk Street,	Miss Dyar,	3 boys,	10 years,	4 months.
Warren Street,	Miss Foster,	8 “	9 “	6 “

"PRIMARY SCHOOLS.

Harrison Avenue,	Miss Thayer,	1 boy,	9 years,	11 months.
Brimmer Schoolhouse,	Miss Moriarty,	1 "	9 "	10 "
Newbern Place,	Miss Richardson,	16 boys,	9 "	7 "
Bumstead Court,	Miss Browne,	5 "	9 "	7 "
Brimmer Schoolhouse,	Miss Symonds,	9 "	9 "	5 "
Warren Street,	Miss Baldwin,	13 "	9 "	11 "
Suffolk Street,	Miss Whipple,	10 "	9 "	
Rutland Street,	Miss Moore,	1 boy,	9 "	
Concord Street,	Miss Gould,	1 "	8 "	9 "
Groton Street,	Miss Faxon,	21 boys,	8 "	8 "

"WORDS FOR SPELLING.

"1. Knowledge. 2. Beast. 3. Different. 4. Scarcely. 5. Great. 6. Greatful. 7. Favorite. 8. Dripping. 9. Frolicsome. 10. Caressed. 11. Banners. 12. Shouted. 13. Gallant. 14. Despair. 15. Beautiful. 16. Compelled. 17. Vengeance. 18. Biscuit. 19. Robbed. 20. Negligent. 21. Eighth. 22. Telegraph. 23. Creeping. 24. Peeped. 25. Months of the year. 26. Days of the week.

"REMARKS.

"Reading, quite good, in all the schools. Spelling, generally good. Arithmetic, good. Writing, in some schools very good, and in some not attended to at all. More attention might be given to this study. Analysis of words generally attended to, and quite fair."

The average age of the pupils, promoted from the Primary Schools, as above reported, is evidently higher than it should be. The difference between the average ages of the pupils from Warren Street and of those from Groton Street, is quite marked. I am not aware of any adequate cause for this difference, unless it is to be found in the difference of the modes of promoting pupils from one class to another, in the respective schools. I wish to repeat emphatically, what I have earnestly recommended in former Reports, that pupils should not be permitted to

remain more than six months in a class, except in special cases. The upper classes should be kept as full as the lower classes. This is now done in those districts where proper attention is paid to promotions. Two schools which now occur to me, had, in each, upwards of sixty pupils which were found qualified, at the recent examination, for admission to the Grammar School; and neither of these schools had more than five grades of schools below, to draw its class from. In one district at least, the excellent plan has been adopted, of appointing a member of the Committee, for each Primary building, to see that the promotions are made, so as to keep the upper classes full; and it is to be hoped that this example may be imitated by other Committees. In some districts a number of pupils have been promoted to the Grammar Schools from the second class, and if pupils are of sufficient age, and are qualified in their studies, there seems to be no good reason why they should not have this privilege.

The following list of words was used by one of the Masters, in examining candidates for promotion from the Primary Schools:—

“1. Judgment. 2. Ancient. 3. Petition. 4. Pauperism. 5. Hoping. 6. Fulness. 7. Despair. 8. Shipwreck. 9. Secede. 10. Rebellion. 11. Scholar. 12. Machine. 13. Compel. 14. Roguish. 15. Until. 16. System. 17. Copies. 18. Commerce. 19. Immerse. 20. Precious 21. Ceiling. 22. Colonel.”

That these words are difficult enough, I think no one will question, and yet the master by whom they were used, reports that the pupils of one of the schools examined by him, *did not miss a single word*. But, in this case, spelling had not been

taught at the expense of the other branches, for the pupils were found *perfect in every study*, with one exception, too trifling to mention. I refer to these facts as evidence of the capabilities of our present system of Primary School organization. The explanation of the success of these pupils is to be found in the fact that they have been taught for three years, by three skilful teachers, *who have worked on a plan*, each step in the progress being a preparation of what was to follow.

While it is necessary and proper, in the management of a great system of education, to cultivate its history which is statistics in progression, and its statistics which are history at a stand, in order to know what it was, and what is its present condition, it is no less necessary to study, with great care, the *methods* employed, for the methods determine the measure of the benefit derived from all the material appliances provided, and all the money expended. I speak of *methods* in the large sense of the term, as including the modes and the policy of *examination* as well as *instruction*. Teachers are responsible to examiners, and, therefore, the nature and objects of the examinations must essentially modify, if they do not wholly determine the nature and objects of the instruction imparted. It follows, then, that it is of the highest importance to understand the true policy of examinations, as applied to each grade of schools. And when the right policy is understood and adopted, it should be adhered to, for a capricious change of policy in examinations is very injurious. It disheartens both pupils and teachers. But this is a subject as deep as it is important, and what remains to me of space in this Report, is wholly inadequate to its proper discussion, were it in my power to treat it in a

manner worthy of the consideration of the Board. The only topic relating to this subject, which I shall venture to refer to, is that of *thoroughness*. The word "thoroughness" is a most potent thing in education. It is a two-edged sword, cutting both ways. It has done much harm as well as much good. The harm comes from the wrong use of the term, and the wrong use is, of course, the result of the wrong understanding of its true import as applied to education. Consider how often this word governs our educational policy. Take, for illustration, the matter of determining the course of studies, and the standard of qualifications for promotion from one grade of schools to another. Admission to the English High School, for example, requires, in the language of the Regulations, "*a thorough knowledge*" of the prescribed studies. We see at once, that in this case everything depends on our conception of the meaning of the word "thorough." We ought, certainly, to have definite and precise views of this subject, at least, so far as its nature will permit. The interests of thousands of children depend upon our notions concerning just this point. What do we mean by thoroughness in spelling? Ability to spell every word in the language? That single acquirement, would, in most cases, occupy the whole period of the child's schooling. In this branch, particularly, there should be for each grade a certain prescribed vocabulary, so that, when the child has learned this list he may know that he has done his duty in that department. What amount of knowledge of the structure and inhabitants of the earth, constitutes thoroughness in geography? The facts of this department of science are infinite in number. As soon as you go outside of the text-book, "the world is all before

you, where to choose" matter for instruction or questions for examination. So the teacher, in trying to fit his pupils for every possible emergency, teaches a great deal that is useless, and a great deal that will be forgotten by the pupils in six months after leaving school. What shall be considered as thoroughness in arithmetic? Must the text and the problems be committed to memory? Must every question be explained after a particular formula? The interrogative *why* may be considered the most important word to be used in teaching this branch, but to make a child thorough in it, is it necessary that he should be made to tell *why* two and three make five, as is sometimes done? Some teachers, with the view to make their pupils thorough in arithmetic, give them much *practice* in "doing sums" as it is called, that is, in performing the work on questions which are already understood, so as to make them approach the speed and accuracy of an accountant. But I have suggested questions enough to show the importance of this subject, and I do not purpose to discuss it at large. My chief object, at this time, is to call attention to it, and to present the following extract from the admirable papers by President Hill, "On the True Order of Studies," in which the true idea of thoroughness is set forth in a masterly manner.

"The mode of teaching each study must also be adapted to the design of the whole course. Each study must be begun by presenting its facts to the senses or the imagination, and the order of presentation be determined by the importance and obviousness of the facts. Then the principles of the science must be presented. But the distinguishing mark of teaching on this mode must be its thoroughness and exactness. Let the fact be apprehended with precision. This is the most important aim, lying at the foundation of all education;—teach to *observe*

accurately, and to repeat the observation until the precise fact is fixed in the memory. The observation should, if possible, include all the sensible qualities. The second great aim is to produce, in imagination, vivid and definite images of things defined or described in words. The third great aim is to unfold principles in such way as to make them facts to the pupil. When a child observes accurately the principal facts of a science, and remembers them; conceives clearly its hypotheses; and understands thoroughly its leading or fundamental principles; that child has not learned that science superficially. It has taken him but a few months to gain this knowledge,—and the amount of it is small; *but the question of superficiality or thoroughness is not a question of quantity, but of quality.* Inaccurate observation, imperfect conception, erroneous view of principles, these are the proofs of a superficial knowledge. But the accurate observer, clearly apprehending and understanding what he sees, is thorough as far as he has gone, even from the beginning. And if a proper selection of facts, hypotheses, and principles, be made when beginning a course of instruction, in any study, it requires but a moderate time to impart a valuable general acquaintance with any science; not a vague recollection of a multitudinous array of particular facts; but a definite conception of the scope and spirit of the science. Ordinary text-books cannot, in general, be depended upon to give such views. They are not prepared with reference to a broad scheme of education, and they comprise in themselves material for the instruction of older as well as younger scholars. Even those text-books which are arranged in series err by making the whole series too diffuse and lacking in clearness. Of all the multitudinous text-books which, in a long service on a school committee, we have examined, we have only seen four or five that were of the highest order of excellence; and even of those, some of the best are misused,—put in a high school when they belong in a primary, or in a primary when they belong in a high school. The book for the primary school should present facts and rules judiciously selected and carefully expressed,—the book for the high school should present principles; selecting the broadest, most comprehensive principles, and putting them if possible into a form in which they will be directly applicable to use. The highest use, however, of all learning is to fill the pupil with a deeper sense of the power, wisdom, and love of God, to lead him to a more perfect consecration to the service of God,—and what is commonly called practical is only valuable when used in that service. The will

is the highest faculty, and its highest function is to control the spirit to the service of the Highest, to the pursuit of the beautiful, the good, and the true; finding the highest beauty in virtue, the highest goodness in consecration to the service of God's creatures, the highest truth in the knowledge of Him and of our relations to Him.

"But to return to superficiality, to which our scheme of education may lead those who but partially adopt it, we say that accuracy in laying the foundations, accuracy in apprehending the principal facts, accuracy in comprehending fundamental principles, is the true measure of thoroughness, and the true preparation for forming an extensive acquaintance with special facts and subordinate principles. Without this thoroughness of foundation, the so-called thorough acquaintance of the specialist is of very little value; it amounts only to intellectual lumber. The child's powers are to be developed in due proportion, and he is to be furnished with the most useful knowledge that he can obtain at his age. Neither of these ends is obtained in our ordinary schooling, in which spelling, and arithmetic, and statistical geography occupy the child for four or five years, and he nevertheless leaves school without ever having been led to observe the relation between *p*, *b*, *f*, *v*, *w*, or to note whether *wh* or *hw* comes nearer to the initial sound of such a word as *when*; he leaves school without knowing that every number is either prime or the product of certain primes; without knowing how many great coast lines are arcs of great circles tangent to the polar circles, or having a clear idea what physical fact in nature is represented by those polar circles."*

Although our schools, with their liberal means of instruction, are open and free to all comers, without distinction of color, race, or religious opinions, and although the advantages thus afforded, are enjoyed by our youth, to an extent unparalleled in the history of popular education, yet there is reason to believe, that there is in the city a very considerable number of persons, between the ages of fourteen and twenty years, who have not acquired even the rudiments of learning. For this class of

* Barnard's Journal of Education, Vol. VI. p. 91.

youth, our educational system makes no provision. I regret to say that, in this respect, we have not done so well as some other cities, in which evening schools are maintained at the public expense, and with excellent results. It is undoubtedly true, that here the need of this class of schools is not so great as in some other cities, where the benefits of day schools are not so generally enjoyed, and where there are no evening schools kept by charitable associations. But if the educational wants of the community really require evening schools, why should they be left to chance or charity for their support, any more than day schools? This subject was very ably and fully discussed by Hon. Joseph White, Secretary of the Board of Education, in his Report for 1861, from which I quote the following extracts, containing the conclusions to which he arrived:—

“The rapid increase in our cities and large manufacturing towns, of a class both of foreign and of native extraction, who have been deprived of school privileges in childhood, attracted several years ago the attention of the benevolent, and led to the opening of Evening Schools for their benefit. In most cases these schools were taught by volunteer instructors, and supported by private subscription. Gradually, as their objects and results attracted public attention, they received municipal aid. Continuing to increase in importance and in public estimation, they became in 1857 the subject of the following legislative enactment. (General Statutes, chapter 38, sections 7 and 8.)

“SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said schools shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

“SECT. 8. When a school is so established, the School Committee shall have the same superintendence over it as they have over other

schools; and shall determine what branches of learning may be taught therein.

"This enactment settled all questions respecting the legal right to make appropriations for the support of a class of schools hitherto unknown to the law, and served to attract public attention still more forcibly towards them."

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 "From the statements [in returns to circulars] we are warranted in the following conclusions:—

"1. That in our cities and large towns, especially those which are the seat of extensive manufactures, there exists a large class of persons, both children and adults, who, from various causes, have been and are shut out from all school privileges and are subject to the varied misfortunes and disabilities which ignorance ever entails.

"2. That this class is practically beyond the hope of aid from the common schools, and must remain an abnormal and disturbing element in our social system, and continue to inflict upon it the numerous evils of which ignorance is the prolific parent, unless reached by some other and more fit instrumentality.

"3. That the success which has followed the experiments already made, points to Evening Schools as a beneficent agency for securing the end desired, and affords ample encouragement to organize them for uneducated adults, wherever they are found in sufficient numbers to justify the effort.

"4. That these schools should be made a part of the school system, supported at the public expense, — placed under the control of the school committee; and be instructed by teachers of the largest experience, those most thoroughly imbued with the spirit of their calling, whose skill and patience can untwist the cords of evil habits, and inspire the freed minds of their pupils with a nobler ardor and courage to walk in the higher paths of knowledge, discipline, and virtue which are open before them.

"5. That to guard against any influence which Evening Schools might have in tempting parents to keep their children from the Day Schools for selfish purposes, none under the age of fifteen should be admitted as pupils, except in cases of pressing need, and at the same time a rigid enforcement of the truant laws, and of the law respecting

children employed in manufacturing establishments, should be insisted on.

“Let these schools be established in sufficient numbers, and with adequate equipments to meet the wants of such of our communities as need them; and let them receive that cordial sympathy and liberal support which is so freely bestowed upon the common schools and which their importance seems to deserve, and they cannot fail of doing much to remove from society that lower stratum, of which ignorance is the primitive formation, and from which comes much of the improvidence, unthrift, poverty, and most of the vices and crimes which we deplore, and concerning which the annual reports from our almshouses and prison-houses give most painful testimony.

“They will supplement and complete the work which our school system aims to do, but cannot now fully accomplish, — a work no less than that of giving to every son and daughter of the Commonwealth, however humble, as a common right and at the public charge, that education which shall fit each for the intelligent discharge of the high duties of citizenship in a free State.”

In conclusion, I have only to express my belief that the condition of our schools was never better than it is to-day. This is the very least that can with truth be said. With the means I have of knowing our system of public schools as it is, and as it was, I am unable to name any particular in which there has been a deterioration. But, on the other hand, evidences of improvements are not wanting. The means are more ample than ever before, and the results are more satisfactory. The accommodations are certainly better than at any previous period. The teachers were never more earnestly devoted to their work. In physical training, gratifying progress has been made, and I trust that Mr. Mason's excellent “Manual of Free Gymnastics” will give a new impulse to this important branch. The Grammar masters have made commendable advancement in systematizing

and distributing the studies of the lower divisions of their schools. Indeed, the aspect of our schools, in every point of view, is hopeful and encouraging, and it is but just to add that this state of things is due, in a very great degree, to the faithful, efficient, and judicious labors of the members of the Board, whose valuable services, rendered without any pecuniary reward, merit the deepest gratitude of the community.

Respectfully submitted by

JOHN D. PHILBRICK,
Superintendent of Public Schools.

March 10, 1863.

SEVENTH SEMI-ANNUAL REPORT.

To the School Committee of Boston.

GENTLEMEN : In conformity with the requirements of your Regulations, I respectfully submit the following as my Nineteenth Report, the seventh of the semi-annual series.

Summary of Statistics for 1862-63.

Population of the city, 1860	177,480
Number of districts into which the schools are grouped for supervision	20
Number of High Schools	3
One Latin School, for boys.	
One English High School, for boys.	
One High and Normal School, for girls.	
Number of Grammar Schools	20
For boys, 7 ; for girls, 7 ; boys and girls, 6.	
Number of Primary Schools, for boys and girls,	254
Increase for year	4
Whole number of schools	277
Increase for the year	4
Number of teachers in High Schools	29
Male teachers, 18 ; female teachers, 11.	
Number of teachers in Grammar Schools	295
Male teachers, 45 ; female teachers, 250.	
Increase for the year	9

Number of teachers in Primary Schools . . .	254
Whole number of teachers	578
Male teachers, 63 ; female teachers, 515.	
Regular teachers, 558 ; special teachers, 20.	
Aggregate increase for the year	14
Number of persons in the city between five and fifteen years of age, May 1, 1863	32,147
Decrease for the year	782
Average whole number of pupils belonging to schools of all grades during the last year	27,051
Decrease for the year	30
Average attendance of pupils in all the schools for the last year	24,516
Decrease for the year	28
Average per cent. of attendance of all the schools.	90.6
Same as last year.	
Ratio of the average number belonging to the schools to the whole number of children between five and fifteen years of age . . . . .	.841
Increase for the year . . . . .	.019
Average whole number of pupils belonging to the High Schools	733
Decrease for the year	22
Average attendance at High Schools	696
Decrease for the year	29
Per cent. of attendance at High Schools	94.9
Decrease for the year	1.1
Average whole number of pupils belonging to Grammar Schools	13,347
Increase for the year	284
Average attendance at Grammar Schools	12,439
Increase for the year	175
Per cent. of attendance at Grammar Schools,	93.1
Decrease for the year . . . . .	.9

Average whole number of pupils belonging to Primary Schools	12,971
Decrease for the year	291
Average attendance in Primary Schools	11,412
Decrease for the year	144
Per cent. of attendance in the Primary Schools,	89.4
Increase for the year	2.3
Average number of pupils to a teacher in Primary Schools	51
Decrease for the year	2
Average attendance to each Primary School	45
Decrease for the year	1
Number of schoolhouses for High Schools	2
Schoolrooms, 22 ; halls, 3 ; seats, 960.	
Number of schoolhouses for Grammar Schools,	20
Schoolrooms, 252 ; halls, 18 ; seats, 14,490.	
Number of Grammar School branches	10
Divisions in branches	18
Number of schoolhouses for Primary Schools belonging to the City, now occupied	56
Schoolrooms.	232
Number of schoolhouses for Primary Schools not occupied	6
Number of Primary Schoolhouses now building,	1
Number of Primary Schools in hired rooms	22
Number of Primary Schools in Gr. Schoolhouses,	8
Number of Primary Schools in wardrooms	1
Number of wardrooms in Primary Schoolhouses,	2
Number of wardrooms in Grammar Schoolhouses,	2
Incidental expenses of High and Grammar Schools	\$ 67,836 63
Decrease for the year	\$ 1,161 18
Incidental expenses of Primary Schools	\$ 47,605 34
Increase for the year	\$ 8,370 59

Whole amount of incidental expenses . . .	\$ 115,641 97
Increase for the year . . .	\$ 7,196 91
Salaries of High and Grammar School teachers, \$ 204,351 52	
Increase for the year . . .	\$ 7,929 72
Salaries of Primary School teachers . . .	\$ 106,280 91
Increase for the year . . .	\$ 2,521 43
Whole amount of salaries	\$ 310,632 43
Increase for the year . . .	\$ 10,451 15
Expenditures for Grammar Schools and lots . . .	\$ 7,600 21
Decrease for the year . . .	\$ 121,939 30
Expenditures for Primary Schoolhouses and lots, \$ 100,212 53	
Increase for the year . . .	\$ 63,625 04
Whole amount expended for buildings and lots . .	\$ 107,812 74
Decrease for the year . . .	\$ 58,287 26
Whole amount expended for school purposes . .	\$ 534,087 14
Decrease for the year . . .	\$ 40,480 70
Cost per scholar, taking as a basis for computation the average whole number belonging, —	
Cost per scholar for tuition alone	\$ 11 50
Increase for the year	\$ 0 42
Cost per scholar for incidentals	\$ 4 27
Increase for the year	\$ 0 37
Whole cost per scholar	\$ 15 77
Increase for the year	\$ 0 79
Whole amount appropriated by the City Council for salaries and ordinary expenses of schools, for the financial year beginning May 1, 1863, \$ 424,175 00	
Ratio of the amount appropriated for public schools to the whole amount appropriated for City expenses . . . . .	.12
Valuation of the City May, 1863,	\$ 302,507,200
Percentage of the valuation of 1863, appropriated for public schools . . . . .	.001-40

Average per cent. of the valuation of 1860, ap- propriated by the cities and towns of the State for public schools, 1861-2001-68
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Amount received from the income of the School Fund of the State, for the year 1862-63	. \$ 6,430 63
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The preceding summary exhibits a general statistical view of the condition of our system of public schools, while the tables appended to this Report contain much information in detail respecting each High and Grammar School, and also respecting the Primary Schools, classified by districts. To obtain these statistical results, I have carefully inspected and collated two sets of the semi-annual returns from each school, — about five hundred and fifty regular returns, — besides a large number of special returns. It has been my aim to present only such statistical items and comparisons as are obviously significant and valuable, such as exhibit the growth and expenses of the system, the accommodations, the provisions for instruction, the attendance of pupils and their classification, with the numbers embraced in the different departments and grades, and such as show, so far as figures can, the actual condition and tendency of the whole system, in all its parts and interests.

There are several items in the statistics of the year to which your attention is more especially invited. It appears from the report of the compiler of the School Census, that the whole number of children between the ages of five and fifteen years, found to be resident in the city on the first of May, 1863, was 782 less than it was at the same time in the preceding year. But notwithstanding this apparent falling off in the number of persons of the legal school age, the whole *number belonging* to

the schools, that is the average number of registered members, has been kept up to the average of the previous year, or nearly so, the diminution amounting to only thirty. And hence the ratio of the number in attendance to the whole number *due at school* is higher than at any previous period, namely, eighty-four and one tenth per cent.

The average per cent. of the attendance of all the schools, taken in the aggregate, is the same as reported last year, that of the High and Grammar Schools having slightly fallen off, while that of the Primary Schools has advanced two and three tenths per cent.

It should be observed also, that, although the number of pupils has not increased during the past year, the number of teachers has been increased by fourteen. This accounts for the fact that the average cost per scholar for tuition was advanced about forty cents. In the Primary Schools the number of teachers has been increased by four, while the number of scholars has been two hundred and ninety-one less than in the preceding year. Hence the average number of pupils to a Primary school has fallen during the year, from fifty-three to fifty-one, and within three years from fifty-six to fifty-one. But fifty-six is the prescribed standard number to a school, and the schoolrooms are nearly all arranged and seated for the accommodation of this number, a number which, with our admirable system of classification, can be well taught by one teacher. It is desirable, therefore, that the schools should be kept up to this standard as to numbers, and that the number of schools should not be increased without a corresponding increase of pupils. The average whole number of Primary scholars for the year has been 12,971, and this number, allow-

ing fifty-six pupils to a school, could be accommodated in two hundred and thirty-two schools, whereas we have two hundred and fifty-four or *twenty-two more than would be necessary*, if there were no vacant seats.

The increase in the incidental expenses of the Grammar Schools is mainly accounted for by the appropriation of \$ 6,300 for twenty-one piano-fortes, an expenditure which, in view of the superior quality and the very low price of the instruments, and of the sum formerly paid for the use of inferior instruments, may be considered as a wise and profitable investment. A very large part of the school expenses classed under the head of "incidentals," is entirely beyond the control of the School Board. All the janitors, whose salaries amount to about \$ 14,000, are appointed, and their compensation is fixed, by a committee of the City Council. By the same committee a sum varying from \$ 20,000 to \$ 30,000 a year, is expended in repairs and alterations of schoolhouses; and usually the greater part of this expenditure is incurred, without any request from the Board, or from any sub-committee or individual member of the Board, and yet it is reckoned as a part of the incidental expenses for which the Board are supposed to be responsible.

The final table, appended, shows the school expenses for the last ten years, under the three heads of "salaries," "incidentals," and "schoolhouses." It appears that the total expenditures for schools, during the past ten years, has amounted to \$ 4,513,142.06. The average annual outlay for schoolhouses, during the same period, has been something more than one hundred thousand dollars. The average annual cost per scholar for tuition has been \$ 10.268, and the total cost, including the cost of schoolhouses, has been \$ 18.046. The average annual

increase of pupils, during the same period, has been about five hundred.

Sixteen years ago, on the establishment of the Quincy School, the first important step was taken towards a reorganization of our schools with a view to a more perfect classification of the pupils. The policy then inaugurated, and cautiously, but wisely, commenced on a small scale, has been steadily pursued down to the present time. In the course of eight or nine years, it was fully carried out in the Grammar Schools. In the mean time the Primary Schools, which were still under the charge of a separate Board, remained with their original unclassified organization. But, in 1855, they were transferred to the care and management of the present Board; and soon after this change, the system of classification which had proved so satisfactory in the higher grades of schools, began to be introduced into this grade also. At first, however, the progress in this direction was slow. There was much opposition to the change, and some schools which had been classified, after a brief experiment, were restored to the old plan. But the evident superiority of those classified schools which were taught by capable teachers, gradually conquered the prejudices of the opponents of the system, and thus opened the way to its general introduction. By reference to an appended table exhibiting the *classification in each district*, it will be seen that all the Primary Schools, with the exception of sixteen, are now more or less perfectly classified, — one hundred and twenty-two schools having one class each, ninety having two classes, fifteen having three classes, eight having four classes, and three having five classes. Those schools having *six* classes we call unclassified, and those having *one* class we call perfectly classified. It will

be observed that a large proportion of the schools have *two* classes each. This mode of classification is certainly very good, and some prefer it to that which gives but one class or grade to a school; but, on the whole, I am inclined to give my preference to the latter mode, as it appears to me to have produced the most satisfactory results. In advising the classification of the Primary Schools, I have never intended to include that exceptional class of schools, which it has been found necessary to provide, in certain sections of the city, for children who are above the Primary School age and yet not qualified for the Grammar Schools, and which we call Intermediate Schools. These schools have a specific purpose. It is not to take the dull scholars which primary teachers may wish to dispose of, but it is to take up the children of the floating population, and those children, who, from whatever cause, have not enjoyed the usual schooling in the primary period, and fit them as soon as possible for the Grammar School. In these schools *individual* instruction should be made prominent. The pupils are all of the Grammar School age, and by encouragement and special attention to individuals, they can generally be sent forward much more rapidly than the younger pupils of the Primary Schools. But in order to afford the Intermediate teachers the opportunity for individual teaching, these schools should not be large. It is desirable that they should, when practicable, be limited to forty or forty-five pupils.

I desire to call special attention to the table showing the promotions from the Primary Schools to the Grammar Schools, in July. This table not only exhibits the whole number promoted from each district, but also the average number of the promotions to a school, in each district. It will be seen that the

disparity of the districts, in this respect, is quite marked, the minimum of promotions to a school being 4.4, and the maximum 9.3, or upwards of a hundred per cent. more. This is a very important fact. In a former Report, it was laid down as a rule, that when the schools have the full complement of pupils, the number promoted at the end of each half-year should be equal to an average of *nine to a school*. Just in proportion as it falls below this standard will the period of the primary course be prolonged, three years being the time for this implied in the Regulations. At the minimum rate of promotions presented in the table, it would require an average of six years or more, for children to complete the primary course, it being evident that, if the average promotions for each school of fifty-six pupils, at the end of each half-year, is only four-and-a-half, it would take six years for all the pupils to get through, or, in other words, the pupils must remain in the Primary Schools for the average period of six years. Now, what is the cause of the difference here observed? It appears to me that there are two main causes. One is found in the difference of classification, and the other in the reluctance of teachers to promote pupils from the lower to the upper classes as fast as they ought to be promoted. As a general rule, where the classification is perfect, that is, where there is but one class to a school, the ratio of promotions to the Grammar Schools is the largest. There are apparent exceptions, such as the Lyman and Lawrence districts. But it will be found that in these and similar cases, although the schools have only one class each, there are more than six classes to a set, that is, there are two or three sixth classes, or fifth classes, for one first class. And where this arrangement exists, the necessity for it, or the supposed necessity, has, in

most cases, been created, at least to some extent, by the other cause mentioned above, namely, reluctance on the part of teachers to advance pupils from the lower to the upper classes as fast as they are fitted. In the two districts where the percentage of promotions is the highest, the classification is nearly perfect, and besides, the Committees of those districts have taken special pains to have the *upper classes kept full*. To the teachers, or a part of them at least, credit is also due for their cordial co-operation with their Committees in effecting this object. I have a distinct recollection of some of these teachers who were particular to have their seats all filled, although to do it they had to take up pupils whom other teachers would have rejected as unqualified.

Experience has demonstrated that the more thoroughly a system of schools is classified, the more necessary it becomes to designate with precision the studies of each grade, and to determine the qualifications requisite for promotion from class to class in the prescribed course. The want of an authoritative programme, indicating somewhat in detail the studies of each class in the Primary Schools, has been felt ever since the grading of these schools was commenced. Teachers were at a loss to know precisely what they were expected to accomplish with their classes before presenting them for promotion, and there was a great diversity of practice among them in this respect, some advancing their pupils further than it belonged to them to do, and others failing to come up to a reasonable standard, simply because no standard was defined with sufficient exactness.

This evil has been, however, to a great extent remedied by the adoption of the Revised Course of Study for the Primary

Schools, which I regard as an important step of improvement. Its good effects are already visible. The requirements of the new programme seem to me to be moderate and reasonable, and if a teacher cannot accomplish substantially what is required, she ought to consider whether her methods are what they should be. It is not expected, of course, that every pupil will be perfect in each branch, and that all will present a uniform degree of excellence, but with a fair share of skill and industry on the part of teachers, it is believed that what is set down in the Regulations can be done in a satisfactory manner.

In respect to the use of the slate, there has been, I am happy to say, very commendable progress during the past year. Slates had been tried before, and they had proved a failure. For several years the provision in the Regulations requiring the use of slates by pupils in the Primary Schools was practically a dead letter. The number of schools in which they were used to any purpose was very limited. But the causes of the failure were discovered and removed. In the new plan there were three essential elements.

1. The single desks and chairs were substituted for the arm-chairs, so that the children might have a proper support for the slate, and a place to deposit it.

2. An attractive slate was prepared, with copies on the frame for printing, writing, and drawing, adapted to both lower and higher classes.

3. The slates were furnished at the expense of the City, so that there should always be a supply of the right kind.

The result of this improved system has been very encouraging. The slate is now found to be one of the most important instruments of primary instruction. With a very moderate de-

gree of skill, the smaller children can, by this means, be kept profitably and agreeably employed for a considerable part of each day. And it is now becoming, perhaps I may say *has become*, as much a matter of course for primary pupils to be able to write a legible script hand, and to draw the elementary lines and plane figures, as to read and spell. In some of the schools the slate is managed in the most admirable manner, and where this is done there is generally a corresponding excellence in other respects.

The only new thing required by the revised list of studies, is *object-lessons*, and this requirement is not altogether new, for object-teaching has always been practised more or less by our best teachers. But the Regulations now provide for a more systematic and progressive mode of developing the observing faculties by means of lessons on objects. That object-teaching, within proper limits, is highly advantageous, there is, I believe, no question among intelligent educators, and it is hoped that our teachers will qualify themselves for this kind of instruction, so as to fulfil the requirements of our system of studies. The works by Barnard, Calkins, Sheldon, Northend, and Welch, will be found useful helps in the study of this branch of teaching. But one of the most suggestive articles on the cultivation of the faculties of observation, in childhood, is contained in an excellent book by Rev. Warren Burton, entitled “*Helps to Education*,” which is a very desirable book for both parents and teachers. Another admirable book for primary teachers to have, is the “*Primary Geometry*,” by President Hill. It presents those facts and ideas of form which are peculiarly adapted to primary education.

It should be remembered that the Primary School is not

merely a place for intellectual training. The physical system is to be cared for, — protected from injurious exposures and influences, and trained, developed, and strengthened. The extremes of heat and cold should be avoided. Children should not be seated near hot stoves, nor where they will suffer from cold draughts. The schoolrooms should be regularly ventilated, and the temperature should be kept at the proper height. The positions in sitting and standing should be such as to promote health, and propriety of carriage and bearing. The gymnastic exercises should be selected with judgment, and practised daily with precision and accuracy, but not with violence; and they should be carefully adapted to the age and strength of the pupils. It is but justice to our teachers to say that the physical well-being of the children in our Primary Schools is at this time, in my judgment, more judiciously cared for than it has been at any former period in the history of these schools.

I think I am justified in saying as much, also, in respect to the moral training. Still, I cannot but feel that the education of the heart, the development of the conscience and the affections, should be made more prominent than it is in our elementary course of instruction. Not that much time should be devoted to set lessons and didactic exercises in this branch. But the daily management of the school, the deportment of the children, and the lessons in other branches should be employed as far as practicable in inculcating right moral sentiments, and in forming right moral habits, especially the love and practice of truthfulness and honesty.

Through the operation of our Normal School and other causes, the qualifications of our teachers has been very materially raised. It is a mistake to suppose that a high education is

of no practical use in teaching an elementary school. The wisdom of requiring high qualifications for teaching in Primary Schools has been fully justified by the result of this policy in our schools. We have now many schools which deserve high praise, and there is among the teachers, a very general ambition to excel. Among the means of exciting a generous and wholesome emulation, that of visiting the more marked schools, is perhaps the best. This has been done to a very considerable extent, and I hope the various Sub-committees will encourage the practice.

Believing it to be much better, in general, to point to excellences to be imitated rather than to indicate faults to be avoided, I have frequently taken occasion to refer to those schools which afford good models for study and imitation. With this view I here quote a passage from a picture of one of our Primary Schools, which I attempted to draw for another occasion.

“Let me conduct you, in imagination to a modest edifice erected for the purpose of primary education, in a retired street in one of our Atlantic cities. Let us enter, and observe the occupants and their doings. Here are fifty or sixty children of both sexes, in the first year of their schooling, being from five to six years of age. The presiding genius who receives us so courteously, welcoming us in tones of peculiar sweetness, is a lady whose natural endowments and opportunities of education have combined to form the true teacher. The cleanly, tidy, well-behaved children, seem to be under some magic influence.

“Some of them are from homes of poverty and ignorance, and yet they appear like a company of brothers and sisters. Their happy, cheerful faces suggest no unpleasant restraint, and yet perfect order reigns. Here you seem to see for once the solution of the eternal problem of uniting liberty with law, freedom with government. Every one is intent upon work as though it were no task, but an agreeable pastime. The lessons proceed. How the mind of the teacher seems to enter into the minds of the pupils! With what a combination of patience, gen-

tleness, sympathy, and energy every process is conducted. How the minds and hearts of these children open to receive instruction, as the flower opens to light and rain.

“Weariness is prevented by frequent and regular alternations of work, play, and physical exercise. The air is kept pure and the temperature equable. Here we see that these scores of children, without the loss of a day, are at once set forward on the true path of moral and intellectual life; conscience is awakened and its dictates practically obeyed; manners are formed; right habits are required; curiosity is aroused and gratified by imparting rational instruction. They are taught what they need first to know for comprehending more easily what is to follow. Nothing is learned which they will need to unlearn; their first operations being so guided, that, without altering any of their habits, they can more easily produce what is excellent in future. They are beginning to learn to love the good, the beautiful, the true. Their teacher is to them the model and the pattern of all excellence. Here we feel sure that the twig is bent in the right direction, and yet this is no fancy sketch.”

The appended table showing the number of pupils in each class in the several Grammar Schools, contains valuable information. It is not expected that the schools will maintain a uniformity in respect to the proportion of pupils in the different classes; but the aim should be, of course, to advance as many as possible to the upper classes, and I regard it as a point of much merit in a school, to show as many scholars in the first and second classes as in the third and fourth. The test examinations are applied exclusively to the first class, and hence the strong liability on the part of masters to devote an undue proportion of their time and strength to the graduating class, and not enough to the mass of the pupils in the lower classes, who never reach the highest division. It is not possible, perhaps, if it were desirable, to avoid altogether the comparison of schools of the same grade, but injustice is sometimes done by

making comparisons in respect to a single element of merit only, while others are overlooked. It is important, therefore, that each District Committee should examine the standing of the Grammar School under its charge, with reference to the proportion of the pupils comprised in each of the different grades of the prescribed course of study.

The duty of examining schools, next to that of appointing teachers, is the most important which the members of the Committee have to perform. Teachers and pupils look forward to the day of examination with interest, if not with solicitude and even anxiety. The teacher feels that his reputation will be affected by the success of the examination, and most good teachers are very sensitive in respect to their reputation. If the pupils respect and love their teacher, they wish to succeed on his account as well as on their own. The prospect of the examination, therefore, acts as a powerful stimulant to activity and exertion in the schoolroom. This motive becomes very powerful when the examinations are thorough, faithful, and judicious, and are made at stated and not very distant periods.

I shall not presume to dictate to the Committee the mode in which they shall conduct their examinations, for that is no part of my duty. Nor, indeed, is any interference necessary, and I refer to this subject rather to express my commendation and high appreciation of what has been done, than to intrude any advice as to what should be done by the members of the Committee in the discharge of this responsible duty. I know that they are doing this great work, in the main, with fidelity, with good judgment, and with gratifying success. They are doing all that could be expected, and much more.

There are, however, a few general observations which it

seems to me proper and desirable to present in this connection.

1. It is important that the examiner of a class should make inquiry in regard to *all the branches* required to be taught in that class, to see if the provisions of the Regulations in this respect are faithfully complied with.

2. It is desirable to inquire of the teacher what he has done or attempted to do since the last examination, in each required branch. Nothing is more discouraging to teachers and pupils than for an examiner to proceed to examine and pass judgment on a class, without taking pains to ascertain on what the pupils are considered by their teacher to be prepared for examination.

3. There are obvious advantages in permitting the teacher to conduct the examination in one or more branches, the Committee meantime asking such questions, and making such suggestions as may seem desirable.

4. The range of the examination should be kept within reasonable limits. If the examiner asks questions which are not in the text-books, and are not naturally and directly suggested by what is required to be taught, the teachers, in order to prepare their pupils as well as possible for random and puzzling questions, are apt to attempt too much, and thus make superficial instead of thorough scholars.

5. Care should be taken lest undue prominence be given to any one branch, at the expense of others. It should be remembered that although pupils may, by concentration and intense application stimulated by an enthusiastic and skilful teacher, accomplish wonders in almost any *one* study, yet if they do this, some other things *must be neglected*.

6. One of the greatest evils connected with examinations

results from the fact that different examiners have *different ideals of education*. One makes education consist in the development and training of the faculties; another looks upon it as nothing more than the acquisition of knowledge. Some wish to see the studies limited to what they consider the practical branches, and others are in favor of a more liberal course. Hence, a school which pleases one does not please another. If the teacher could have the same examiner, or those having the same views of teaching and education, he could adapt his methods to the requirements. But it sometimes happens that a teacher finds it necessary to modify his course as often as he changes examiners. It is therefore exceedingly desirable that examiners should, as the first qualification for their office, have correct ideas of the nature and objects of the education which we should aim to impart in a system of public schools.

The Grammar Schools have been much benefited by the systematic and thorough examinations made by the masters. In most, if not all the schools, these examinations are made semi-annually, the results being used as a basis for determining the promotions. These examinations, skilfully conducted, serve not only to ascertain what has been learned, but to indicate to the teachers *how and what* they should teach. The Master of the Brimmer School kindly furnished me with the result of a semi-annual examination of his school in spelling, which is inserted below as affording a good standard by which other teachers may test the proficiency of their pupils in this branch.

SPELLING IN FOURTH CLASS.

FIRST AND SECOND DIVISIONS.

Words selected from the 40th to the 58th page of Worcester's Spelling Book.

1. Business.	11. Juice.	21. Dauphin.
2. Studies.	12. Pursuit.	22. Phoenix.
3. Married.	13. Adieu.	23. Physic.
4. Surfeit.	14. Tough.	24. Triumph.
5. Bemoan.	15. Zealous.	25. Draught.
6. Course.	16. Routine.	26. Laugh.
7. Woe.	17. Recruit.	27. Vexed.
8. Hautboy.	18. Merchant.	28. Cargoes.
9. Wanton.	19. Nadir.	29. Bruise.
10. Quarrel.	20. Sphinx.	30. Easy.

Percentage of words correct.

First Division, 95½ per cent.

Second “ 85 “ “

THIRD AND FOURTH DIVISIONS.

Words selected from the 1st to the 28th page of Worcester's Spelling Book.

1. Tact.	11. Linen.	21. Pumpkin.
2. Quire.	12. Liquid.	22. Regard.
3. Sex.	13. Mamma.	23. Robin.
4. Sect.	14. Medal.	24. Scoundrel.
5. Aspect.	15. Melon.	25. Sluggard.
6. Betroth.	16. Niggard.	26. Stagnant.
7. Cellar.	17. Omit.	27. Stucco.
8. Devout.	18. Papa.	28. Tactics.
9. Dragon.	19. Parent.	29. Tippet.
10. Grammar.	20. Patrol.	30. Turmoil.

Percentage of words correct.

Third Division, 90 per cent.

Fourth " 92 " "

Percentage of Fourth Class, $90\frac{1}{2}$.

THIRD CLASS IN SPELLING.

Words selected from the 58th to the 65th page of Worcester's Spelling Book.

1. Discern.	11. Cautious.	21. Secession.
2. Xerxes.	12. Patient.	22. Conscience.
3. Stitch.	13. Connection.	23. Luscious.
4. Genteel.	14. Description.	24. Specie.
5. Gypsum.	15. Direction.	25. Rapacious.
6. Scourge.	16. Essential.	26. Auspicious.
7. Judge.	17. Facetious.	27. Especial.
8. Gorgeous.	18. Potential.	28. Magician.
9. Surgeon.	19. Satiare.	29. Physician.
10. Courageous.	20. Session.	30. Sufficient.

Percentage of words correct.

First Division, 93 per cent.

Second " 89 " "

Third " $92\frac{2}{3}$ " "

Fourth " 94 " "

Percentage of Third Class, $92\frac{1}{6}$.

SPELLING IN SECOND CLASS.

Words selected from the 58th to the 65th page of Worcester's Spelling Book.

1. Estuary.	5. Etiquette.	9. Chiropodist.
2. Quadruped.	6. Quadrille.	10. Strychnine.
3. Quixotic.	7. Statuesque.	11. Psychology.
4. Ubiquity.	8. Chrysolite.	12. Sumach.

13. Satellite.	19. Sciatic.	25. Brigadier.
14. Vegetable.	20. Phlegm.	26. Prejudice.
15. Cycle.	21. Condign.	27. Propitiation.
16. Sabre.	22. Pneumonics.	28. Pleurisy.
17. Sepulchre.	23. Viscount.	29. Blithesome.
18. Unique.	24. Aliment.	30. Martyrdom.

Percentage of words correct.

First Division, 91 per cent.

Second " 91 " "

Third " 89½ " "

Percentage of Second Class, 90.

The Regulations prescribe what text-books shall be used in the several classes of the Grammar Schools, but they do not indicate how much each class is expected to accomplish in each book. Hence, in the different schools there has been a great diversity of practice, in respect to the advancement of their classes in the several studies. In some schools, the fourth class, for example, would be proficient in geography, and not well advanced in arithmetic. In others the reverse of this state of things would be found to exist, so that when pupils were transferred from one school to another, they could not be well classified.

To remedy this evil, and secure a uniformity in regard to the portions of the prescribed text-books to be gone over by the different classes, the masters have taken much pains to prepare an arrangement of the studies to be followed by all the schools, each master being left to determine what part of the work assigned to each *class*, is to be performed by each *division* comprising that class in his school. The plan adopted conforms in all respects to the Regulations, and seems to me to be very

judicious, and I therefore introduce it here for the information of the members of the Board.

ARRANGEMENT OF STUDIES FOR THE FOURTH CLASS.

Hillard's Fourth Reader.

The book to be completed; with definitions, explanations, oral spelling, and spelling by sounds; also questions on punctuation, and the use of capitals.

Worcester's Speller.

The first 65 pages, including the italicized words in the "Written Exercises" to be spelled orally, and a daily lesson from the columns to be written by the pupils from the teacher's dictation. The definitions of the "Punctuation Marks," or instead of them the definitions of the same, as given on Mr. Philbrick's "Tablets for Primary Schools." Abbreviations, and rules for the general use of capitals.

Geography.

The first 39 pages in WARREN'S PRIMARY; to be commenced in the lowest division.

Arithmetic.

COLBURN'S FIRST LESSONS. The first four sections; also the writing and reading of numbers of seven figures, with addition and subtraction of the same; it being understood that both the oral and written exercises are to be equitably distributed among *all* the divisions.

Writing.

Lessons in PAYSON, DUNTON and SCRIBNER'S, or A. R. DUNTON'S COPY BOOKS, Nos. 1 and 2.

Drawing, Singing, and Physical Exercises, as required in the Regulations.

THIRD CLASS.

Hillard's Intermediate Reader.

The book to be completed; with definitions, explanations, oral spelling, and spelling by sounds; questions on punctuation and the use of capitals; and a weekly exercise in writing sentences from the teacher's dictation. The different portions of the book to be equitably distributed among the divisions of the class.

Worcester's Speller.

The first 94 pages; with the same matter and methods as are prescribed under this head for the Fourth Class.

Geography.

Through WARREN'S PRIMARY; the upper divisions to sketch from memory the map of each of the New England States, and locate the principal mountains, rivers, and cities.

Grammar.

KERL'S ELEMENTARY; the coarse print to syntax, with so much of the fine print as is necessary to answer the questions in the book. The definitions to be recited verbatim. Analysis and parsing of simple sentences containing five parts of speech.

Arithmetic.

COLBURN'S FIRST LESSONS, to Section 8th, 84 pages. EATON'S COMMON SCHOOL ARITHMETIC, enlarged edition; through Long Division.

Writing.

Lessons in PAYSON, DUNTON and SCRIBNER'S, or A. R. DUNTON'S COPY BOOKS, Nos. 2 and 3.

Drawing, Singing, and Physical Exercises, as required in the Regulations.

SECOND CLASS.

Hillard's Fifth Reader.

To be completed ; with definitions, explanations, oral spelling, and spelling by sounds ; questions on punctuation and the use of capitals, together with the reproduction, in the child's own language, of paragraphs read by the teacher.

Worcester's Speller.

To Rules for Spelling, on page 137 ; with the same matter and in the same manner as is prescribed in the Fourth Class.

Geography.

WARREN'S COMMON SCHOOL, to Europe, 64 pages ; with the boundaries, chief towns, mountains, and rivers of the political divisions. Drawing from memory the Eastern and Middle and four of the Southern States. Each State to be drawn separately, and the principal mountains, lakes, rivers, and towns carefully located.

Grammar.

KERL'S ELEMENTARY, to be completed ; with analysis and parsing of sentences containing all the Parts of Speech.

History.

SWAN'S FIRST LESSONS to be completed ; omitting the Constitution of the United States.

Arithmetic.

COLBURN'S FIRST LESSONS, to page 118. EATON'S COMMON SCHOOL ARITHMETIC, enlarged edition, to page 121.

Writing.

PAYSON, DUNTON and SCRIBNER'S, or A. R. DUNTON'S COPY BOOKS, Nos. 4 and 5.

Composition, Drawing, Singing, and Physical Exercises, as in the Regulations.

The rigor and severity of discipline formerly so common in our schools has very generally given place to a milder and gentler rule. In most schools the relation between pupils and teachers seems to be kindly, and even affectionate. A generation or two back, it was seldom that pupils in public schools presented to their teachers tokens of their gratitude and regard, but latterly these testimonials of friendly feelings on the part of scholars for their instructors became so frequent, in consequence of the gradual introduction of a more humane and reasonable system of government, that the Board found it necessary to put some restriction upon the practice. Still, there are some teachers in every grade of schools who rely too much upon pains and penalties, and not enough upon encouragement, and sympathy, and kindness. When this is the case, though the school may be orderly and quiet and studious, it is not of the highest excellence.

What makes the character of the discipline of a school of such vast importance is the fact that it operates powerfully, for better or for worse, in the formation of the moral character of the pupils. Harsh and despotic government blunts the moral sentiments of the governed and prevents the development of the finer feelings and more generous impulses of the heart. The great difference in the government of the schools consists in the difference of the *motives* habitually presented to influence the conduct of pupils, — to restrain them from the transgression of rules, and to stimulate them to exertion. In some schools *emulation* is made very prominent, — apparently the main-spring of effort. Where this is the case the mind of the pupil is apt to be more intent on the credits to be obtained for his work, than on the work itself, and study comes to be regarded

as a means of obtaining good marks, or of escaping the disgrace of failure, and a place at the foot of the class. Perhaps it would not be possible, if indeed it were desirable, to exclude this motive altogether from the schoolroom. But where it is permitted and recognized, as is the case with our Grammar and High Schools, it should be used with caution and moderation. The desire to excel is a universal passion, and a powerful stimulant to vigorous exertions. It is, —

“the spur which the clear spirit doth raise
To scorn delights, and live laborious days.”

But if the teacher has a proper regard for the moral health and well-being of his pupils, he will take great pains to keep this desire of superiority pure and generous, and to prevent it from degenerating into jealousy towards aspiring inferiors, and envy towards successful rivals.

Good school government requires the judicious application of a great variety of motives, the higher motives always being kept most prominent, — such as duty, the love of excellence, the love of learning, the approbation of the good.

The qualities in the teacher which are essential to the best government, are good judgment, firmness, and that quality by phrenologists named benevolence, which prompts the teacher to take a kindly interest in the welfare of each of his pupils. A person of good judgment but with small firmness and benevolence, might discourse well on government and still be incapable of carrying out in practice his just views. A person of large firmness and little judgment and benevolence, generally secures outward obedience to his laws whether right or wrong, but is generally disliked; and nothing is more undesirable in a school than wrong-headed obstinacy on the part of the teacher.

And finally a person of overflowing kindness and sympathy, without good judgment and firmness, does not know how to organize government, and cannot do a disagreeable thing now though it may prevent much pain and secure much happiness in the future. I would not say that the rod should not be used at all, but it should not be prominent; when this is the case, the government is bad, and the requirements of the Regulations respecting the records and reports of cases of corporal punishments should be strictly complied with; and it is the duty of each member of the Committee to see that in the schools under his care this provision is attended to. A few cases of injudicious punishment have come to my knowledge. One was so flagrant that the teacher was removed in consequence. It is only by wise, kind, sympathetic government that the teacher can secure that willing, cheerful obedience, which comes from the subordination of the heart.

It is now three years since I called attention to the importance and necessity of introducing Physical Training as a regular branch of education in our school system. In order to render the proposed physical exercises safe and profitable, uniform and universal, it was recommended as an indispensable part of the plan, that a competent instructor be employed to teach the teachers who might need instruction in the mode of conducting this branch, and to aid generally in its management in all the schools. This provision seemed to be essential in order to secure the regular practice of such gymnastic exercises as should be proper and systematic, and based on anatomical and physiological science. The observation of the past three years has served to confirm the opinions then expressed, both in

regard to the need of systematic physical training, as a branch of public education, and in respect to the best way of securing it. It was thought by some whose judgment deserves consideration, that a special teacher in this branch might be dispensed with, provided the regular teachers could be furnished with a suitable Manual to guide their efforts. Such a Manual was prepared and published by the Master of the Eliot School, more than a year ago, and it has proved a valuable auxiliary in the physical training of our schools. But the object sought has not yet been fully accomplished. There has been much progress, it is true; but it does not seem to me to be such as to warrant the expectation of ever reaching the results to be desired, without the employment of some additional means. In some schools the gymnastic exercises may, perhaps, be considered satisfactory in kind and amount, but in a much larger number, including Primary Schools, this is not the case. One great obstacle to the entire success of the system, without a special teacher, is found in the circumstance that from fifty to a hundred new teachers are appointed annually, who have little, if any, practical acquaintance with the subject. If left to themselves, without any special supervision in regard to this matter, many of them will, as experience has proved, fail to conduct the gymnastic exercises in a satisfactory manner. Even some of our most successful and experienced teachers have permitted motions to be practised by their pupils which a medical member of the Board has called my attention to as being injurious, and tending to produce disease. The utility of *proper* physical exercises is, I believe, no longer a matter of question with the Board. The only question in relation to such exercises is that of the best mode of securing them. The vote of the Board has

never yet been taken on the direct question of employing a special teacher of gymnastics, and I hope the time is not distant when it will be again considered, thoroughly discussed, and decided upon its merits.

The Committee on Music, in two Reports, have earnestly recommended that music should be taught more systematically in the Primary Schools. When we consider the importance of vocal music as a means of moral, physical, and intellectual culture, especially in the early stages of education, it would seem that no pains should be spared to render this branch of instruction practical and efficient. It is believed that the time will come when every teacher in the Primary Schools will be capable of teaching singing as well as reading. But such is not the case now, and it is not likely to be for a considerable period in the future. In the mean time, the only practical method of accomplishing this object appears to be that proposed and recommended by the Committee on Music, who ought to be the most competent judges in a matter of this kind, namely, the appointment of a special teacher for this purpose.

We have just reason to be proud of our schools, for they are really good schools. And without doubt, they are on the whole better to-day than they have ever been before. The statistics justify this statement. Besides, we feel sure that the teachers were never better, and as is the teacher so is the school. Many of our teachers deserve great credit for their zealous efforts to perfect themselves in the art of teaching. A teacher of the right spirit is always growing better. The first duty of every teacher is continued self-improvement, especially in what most directly tends to promote success in teaching. The spirit of self-culture is the distinguishing trait of the most

eminent teachers. It seems to me that I observe an increase of this spirit among our teachers. I desire to express my commendation of the interest they have manifested in the meetings which have been held by me for the purpose of communicating to them such hints and suggestions as have occurred in my visits to the schools.

The most responsible and difficult duty which the District Committees have to perform, is that of selecting teachers to fill the numerous vacancies which occur. In the discharge of this duty they have, as it appears to me, taken unusual pains during the past year. By this means some of our schools have been greatly benefited. There seems to be a very general disposition to give the preference to the candidates educated in our own schools, provided their qualifications are on the whole equal to those of non-resident candidates. And this is right. But justice to the pupils in our schools, and to their parents, requires that the competition of the best qualified candidates should be invited and encouraged. The aim should be to *get the best*. Boston virtually pays about one third of the expense of supporting the four State Normal Schools, and if they turn out any superior teaching talent, we are entitled to a share of it. In some districts no regular and systematic examinations of candidates are held, while in others, teachers are rarely if ever appointed without an examination. I cannot but hope that the time is not far distant when provision will be made by the Board for a uniform system of examining candidates for all the districts, by the appointment of a standing committee for this purpose.

Respectfully submitted by

JOHN D. PHILBRICK, *Supt. of Public Schools.*

September 8, 1863.

EXAMINATION OF TEACHERS.

THE Superintendent in his Third Semi-Annual Report recommended the appointment of a Standing Committee or a Board of Examiners, whose duty it should be to examine all candidates for teachers of every grade, the District Committees being still permitted as now to nominate all subordinate teachers, their choice being limited to those candidates who have been examined and approved by the Committee on Examinations.

This subject being referred to the Committee on Rules and Regulations, the following Orders were submitted as their Report on the subject.

ORDERED: That Chapter I. Section 2 of the Rules and Regulations be amended by adding thereto the following: "And at the same meeting, the President shall also appoint a committee to be styled 'the Board of Examiners of Candidates for Teachers.'" Said Board shall consist of twelve persons, one from each ward of the city, and it shall be the privilege of the delegates from each ward, they having held a meeting for the purpose, to designate to the President the one of their number whom they wish to have placed on this Board of Examiners.

ORDERED: That Chapter IV. of the Rules and Regulations be

amended by inserting the following section after section 9, to be numbered section 10, and the numbers of the subsequent sections altered in conformity. "The Board of Examiners of Candidates for Teachers" shall within ten days after their appointment be called together by the person first named on their list, and shall organize by the choice of a chairman, and the Superintendent of Public Schools shall, *ex officio*, act as secretary of the Board. It shall be the duty of this Board to hold not less than four stated meetings in the course of the year, for the examination of candidates for the various grades of teachers in the Public Schools of the city; each of said examinations to be held at such time and place and for such grade of teachers as they determine, the same to be designated by advertisement in the newspapers which advertise for the city; and after such examination the Board shall give certificates to such candidates as they may approve; said certificate shall state the grade of teacher for which the person is qualified, and without further examination persons holding such certificates and none others shall be eligible by the whole Board, or by any District Committee for confirmation by the Board, to the grade for which the certificate designates them as qualified.

ORDERED; That all such parts of the Rules and Regulations as are inconsistent with the foregoing orders, be and are hereby repealed.

Read, laid on the table, and ordered to be printed.

Attest:

BARNARD CAPEN, *Secretary*.

REPORT OF SPECIAL COMMITTEE
ON THE
ANNUAL EXHIBITIONS
AND
MUSICAL FESTIVAL.

CITY OF BOSTON.

In School Committee, January 12, 1863.

ORDERED : That a special committee of five be appointed to consider whether any, and, if any, what, changes might be beneficially introduced in the manner of conducting the Annual Exhibitions of the Grammar Schools, and also the Musical Festival, and to report at the next meeting of this Board.

Passed ; and Messrs. Gannett, Russell, Drew of Ward IX., Duncan and Kimball of Ward X., were appointed that committee.

Attest :

BARNARD CAPEN, *Secretary.*

REPORT.

In School Committee, March 10, 1864.

The Committee who were instructed to consider whether any, and if any, what changes might be beneficially introduced in the manner of conducting the Annual Exhibitions of the Grammar Schools, and also of conducting the Musical Festival, beg leave to Report —

That certain objections have been urged, as they think, not without justice, against the present method of conducting both the Exhibitions of the Grammar Schools and the Musical Festival. These objections are, —

1. The time spent in preparation, for which the regular course of study or instruction is interrupted, and the children lose a part of the benefit which the public schools are meant to afford.

2. The exhibition of children under circumstances which may implant or nourish a love of display, or awaken unpleasant feelings of mortification and jealousy.

3. The expense which is incurred.

To which may be added a want of uniformity in the schools, and the encouragement given in some of them to the introduction of performances that cannot properly be taken as a test of improvement in the studies of the year.

The first objection your Committee regard as serious, and think it has ~~some~~ foundation in fact. They find, upon inquiry, that the time spent in preparation for the Annual Exhibition varies in the different schools; in some of them a week, in others a fortnight, and in others much more time being devoted to this purpose. Most of this preparation is, indeed, made out of school hours, and therefore cannot be said to interrupt the usual course of study; but, while it throws great additional labor on the upper class in each school, and on one or more of the teachers, and is likely to affect the interest taken in the daily exercises, it may be doubted whether such employment promotes the end of our system of public instruction, which is to supply the children with the greatest amount of thorough and useful education that can be brought within the period of their school-life. Nothing should be withdrawn from the pursuit of this end for the sake of a temporary advantage; still less, for the sake of winning an admiration, more often bestowed on superficial facility than on solid attainment. It is not quite honest, to offer the special efforts of the most advanced pupils in evidence of the general state of the schools. They should rather be shown under their every-day appearance; and the more judicious among the parents, we cannot but think, would rather see the actual working of our methods of instruction, than witness an exhibition which does not even gather up the average results of the daily toil. We learn that in one of the schools two or three children from each of the lower classes have been selected to take a part in the exercises on the day of Exhibition, a practice which, if introduced into all the schools, we believe would give general satisfaction.

The arrangements for the Musical Festival involve a still

greater departure from the ordinary course of instruction. For several weeks before its occurrence, the children, or in some schools a portion of them, are trained in vocal performances of a very high order, in which they acquit themselves at the appointed time with great success. But some of your Committee entertain a strong doubt of the propriety of making such difficult and elaborate performance the end of instruction in our Common Schools. Few of the children will ever afterwards be called to execute such music; while the more thorough the elementary instruction they receive, and the more familiar their acquaintance with a simpler style of singing, the more enjoyment will they in subsequent years derive from the hours given to this branch of study in their youth.

If the Festival be held in May, the preparation must commence at an early period of the year, and is not attended with any advantage that can outweigh the loss of thorough instruction in the elements. We, therefore, advise a return, after the present year, to the original arrangement, by which the Festival was placed at the close of the summer term.

The second objection is entitled to careful consideration; but in the opinion of your Committee, it may be doubted if much evil results through an encouragement of ambitious or jealous feeling. The utmost care should be taken to prevent any such effect; and, therefore, the more the Exhibition can be marked by simplicity of arrangement, the better it will be for all the children. It is of the first importance that the teachers and the public, understand that our schools are not meant for display but for the acquisition of positive knowledge and habits of mental discipline.

The expense which the City incurs is not great; yet it might,

we think, be lessened. The cost of the Festival in the Music Hall has varied from twelve to fifteen hundred dollars. This seems a large sum to expend, although many of our citizens obtain a rare and rich gratification. We would ask the attention of the Committee on Music to this point, in the hope that they will be able to make a not inconsiderable reduction in the cost of the Festival.

To dispense with the distribution of bouquets, while it would free the city treasury from a part, however small, of its present burden, would also relieve the Mayor of a duty which official politeness imposes, but which a regard to personal comfort might prompt him to shun, and the audience of a spectacle singularly ungraceful, and sometimes, if not always, tedious. The children who bear away the flowers having already been recipients of medals, do not need any further token of public approbation.

It is alleged that a burdensome expense is thrown upon some families whose children take part in the Exhibitions and the Festival. It is not improbable that such inconvenience is sometimes felt, and it should be remedied as far as possible, by discouraging every style of costly or showy dress.

A uniform mode of conducting the Exhibitions of the several schools would not, probably, be agreeable; nor, as we conceive be advantageous. Some indulgence should be extended to the variety of judgments and tastes which will be found among so many teachers, and to local influences which may at one time or another affect a particular school. Still, we think some general rules should be observed. It is a little remarkable that our "Regulations" do not contain a line on this subject, but simply requires that there shall be an Annual Exhibition of the

Latin, English High, Girls' High and Normal, and the several Grammar Schools, on certain specified days, "at which exhibitions the medals and diplomas shall be conferred upon the pupils." Nothing is prescribed in regard to the length of the time or the character of the exercises, except that "the hours for the exhibition of the several schools shall be arranged by the President of the Board." Usage alone will be affected by any change which it may be thought proper to introduce. It would not be an idle addition to the thirty-fourth section of the eighth chapter of the Regulations, if it contained such directions as should give the sanction of authority to whatever it is best to retain of the present usage, and should secure as great an approach to uniformity as is desirable. In some instances the exhibitions have been prolonged beyond reasonable limits. Your Committee think they should not exceed two hours.

A question of a more radical character than any which they have presented, belongs to the general subject, but your Committee presume was not embraced in the design of the order under which they were appointed. The distribution of medals and diplomas in connection with the other exercises that mark the day of public Exhibition, though, in the judgment of some of the Committee, of doubtful or even injurious tendency, has been so long incorporated with our school system, that they would not be disposed, if it were proper for them at this time, to enter on a discussion of its merits. They may be pardoned, however, for expressing a wish that our children could be educated without the stimulus of external or factitious reward, and a belief that higher motives would be found sufficient, if entire reliance were placed on them.

Your Committee confine themselves to a recommendation of

certain changes, by which the Annual Exhibition may be brought more within the range of the usual exercises of the schoolroom, and may be made, if less attractive, more true.

They learn that in one of our Grammar Schools, the last year, a hint was borrowed from the Girls' High and Normal School, and on certain days the parents or friends of the children were invited to visit the school and inspect its condition or observe its methods under its ordinary appearance. We think this an obvious improvement, and advise its adoption. And we ask leave to include this and other suggestions, which approve themselves to your Committee, in a series of resolutions.

All which is respectfully submitted.

For the Committee.

EZRA S. GANNETT,

Chairman.

Resolved, That for the first five days of the week previous to the Annual Exhibition of the several Grammar Schools, the parents and other friends of the children be invited, through the children, to visit the schools on one or more of these days; that on such days the usual course of study, or review of studies, be pursued in each room, and that on the Saturday of this week the several Grammar Schools be closed.

Resolved, That the Exhibition of no Grammar School occupy more than two hours.

Resolved, that the master of each Grammar School, under the approval of the District Committee, shall conduct the Exhibition of his school in such manner as he shall judge best for showing the progress which the pupils may have made in the studies of the year; it being understood that the exercises shall

be such as, in any preparation they may require, will least disturb the usual course of study, and be suited to present the actual condition of the school.

Resolved, That, after the present year, the Musical Festival be held on the day of the Annual Exhibitions of the Grammar Schools.

Resolved, That the Committee on Music be instructed to consider the propriety of adopting for the Festival music of a more simple character, by which the usual course of instruction may be less interrupted, than under the present arrangement; and also of reducing the expense of the Festival.

Resolved, That the distribution of bouquets to the medal scholars be discontinued.

Resolved, That the Rules and Regulations be amended in the thirty-fourth section of the eighth chapter by inserting these words in the fourteenth line, after the words “President of the Board,” namely,—

“The Exhibitions of the Grammar Schools shall be conducted in such manner as shall best present the actual condition of each school in the prominent branches of study, and shall not exceed two hours in length. On the first five days of the week previous to the Exhibition, the parents and friends of the children shall be invited to witness the usual exercises of the school, and on the last day of that week the several Grammar Schools shall be closed.” And be further amended by substituting, for the words “in the afternoon of the same day,” the words “in the afternoon of the day of the Annual Exhibitions of the Grammar Schools.”



ANNUAL REPORT

OF THE

STANDING COMMITTEE ON TEXT-BOOKS,

JUNE, 1863.



REPORT.

THE Committee on Text-Books respectfully submit their Annual Report.

By the Rules and Regulations, it is provided that the Committee on Text-Books "shall, in the month of May, annually, examine the course of studies prescribed for the schools, and shall recommend to the Board, at the quarterly meeting in June, such improvements in the course of instruction, and such changes in the books used in the schools, as they may deem expedient."

This is a broad and important commission, and the Committee, having endeavored faithfully to fulfil it, submit the result of their inquiries and deliberations. They have examined with some care the course of studies prescribed for the schools, and find it, in their judgment, well arranged and sufficiently comprehensive. They believe that if this course be thoroughly and systematically pursued, it would lay the foundation of a good substantial education, prepare all, who wished to avail themselves of their privileges, for admission to the English High, and Girls' High and Normal Schools, and, even without the advantages of these schools, fit them for useful and honorable employments in life. They fear, however, that the

course of studies prescribed is not so thoroughly pursued, or so systematically taught, as it ought to be. Having reason to believe that there was some want of uniformity in the condition of the schools, and the action of the masters, in this respect, the Committee appointed one of their number to ascertain whether any of the prescribed text-books had fallen into disuse, and whether any considerable diversity existed in the amount of instruction given in the prescribed studies. This member reported to the Committee as follows:—

“ Personal visitation to about one half the Grammar Schools, and information derived from reliable sources, have established the following facts in relation to some of the studies required by the Rules and Regulations.

“ 1. Book-Keeping by single and double entry.

“ In more than one half the schools, no instruction at all is given in this important branch; in some very little attention is paid to it; and in a very few it is carefully and thoroughly taught; but in none, so far as ascertained, is any instruction given in double entry.

“ 2. Natural Philosophy.

“ In some of the schools regular recitations are required. In others the subject is occasionally presented to the pupils by means of familiar lectures, illustrated by the use of philosophical apparatus; but in very many of the schools no attention whatever is given to the study.

“ 3. Physical Geography.

“ Not more than one half the teachers use the treatises of Warren or Cartée, as required by the Rules. The remainder

teach the subject as presented in "Warren's Common School Geography."

"4. Hooker's Primary Physiology.

"This text-book is used in very few of the schools. In some the masters alone possess the book, and occasionally read short extracts relating to hygiene, &c.

"5. History.

"In two or three of the schools, Ancient and Modern History are thoroughly taught. In a few instruction is given in United States and English History, while in a great majority only the United States History is taught.

"6. Hall's Manual of Morals.

"A Monday-morning lesson is given in this book, in a very few schools, but in most the masters prefer to seize upon occasions as they arise, to enforce the principles of morality.

"7. Stearns's Practical Guide to English Pronunciation, so far as ascertained, has fallen entirely into disuse. This is owing mainly to the fact that in orthography and pronunciation it differs oftentimes from Worcester.

"8. The same want of uniformity exists in relation to Drawing, Declamation, and Composition."

It will be perceived that this Report relates exclusively to the Grammar Schools. The member who proposed and submitted it to the Committee entered upon some similar investigations in regard to the Primary Schools; but as the Board, on the recommendation of a special committee, had recently adopted a revised plan of studies for these schools, it was not deemed expedient or necessary to pursue the investigation. It will be perceived, also, that the Report presents a want of uniformity

in the course of instruction in the Grammar Schools, and a want of conformity to the Rules and Regulations, which ought not to be permitted. In some respects this want of uniformity may be attributed to the negligence or oversight of this Board, in keeping on the list text-books that are not in harmony with each other, or, with some general principles that have been adopted, or in not providing suitable text-books for studies enjoined.

For example, — “Stearns’s Practical Guide to English Pronunciation” is said to have fallen entirely into disuse because it differs in orthography and pronunciation from Worcester. Worcester’s Dictionary having been adopted by the Board as authority upon these points, “Stearns’s Guide,” not used because differing so much from this authority, should be dropped from the list of text-books; and accordingly the Committee recommend that this be done.

So in regard to Book-Keeping by double entry. No instruction appears to be given in this in any of the Grammar Schools; — partly because the pupils probably do not advance far enough, and partly, also, perhaps, because Book-Keeping by double entry is thoroughly attended to in the English High School. It would be wise, therefore, to arrange that Book-Keeping by single entry shall be thoroughly taught in all the Grammar Schools, and that Book-Keeping by double entry, thoroughly taught in the English High, be omitted from the list of studies in the Grammar Schools; and accordingly the Committee recommend that this be done.

So in regard to Drawing. Here the Report states that there is the same want of uniformity in the character and amount of instruction given; and the Committee, the Teachers, and the Drawing-Master of the High Schools can bear testimony to

the fact that for several years the pupils entering these schools from the Grammar, have come with much less knowledge and proficiency in Drawing than was formerly the case, and with much less uniformity in the amount of their knowledge, and the character of the instruction they have received. This is mainly to be attributed, probably, to the fact that for some time *we have had no text-books in Drawing*. Formerly, and for several years, Bartholomew's Series of Drawing-Books was the authorized and appointed text-book to be used in giving instruction in this important department, and during this period a very perceptible improvement and considerable uniformity obtained in all the Grammar Schools. Six or seven years ago, hastily, without much reflection, and with no discussion, not on the recommendation of the Text-Book Committee, but, if the recollection of the writer of this Report be correct, on the motion of a gentleman not now a member of this Board, and upon the mistaken idea that if a parent was saved forty or fifty cents annually in the cost of text-books, an eminent service was rendered to the city and to the schools, Bartholomew's Drawing-Books were stricken from the list; and since then, we have had no text-book in Drawing, and the schools have consequently fallen off in this department.

Drawing—the instruction of the eye to observe form, and of the hand to represent it—is an important part of a practical education. Knowledge and facility in this respect come into play and are of valuable service in all the mechanical employments of life, from the shoeing of a horse to the erection of a house. Instruction in Drawing ought not to be left in the loose, slipshod state it is at present. There should be some

text-book, in order that the same general principles and modes of instruction may prevail in all the schools.

After various inquiries, and the best investigation they could give the subject, the Committee are satisfied that Bartholomew's Drawing-Books, which are extensively used elsewhere, are as good as any, and probably the best that can be obtained, and that they should be again introduced as the text-book in Drawing, and accordingly they recommend that this be done. Were these changes made, and one other, which the Committee will notice here because it bears upon the general topic now under consideration, there would be more uniformity and a better progress in the Grammar Schools. The change alluded to is the introduction of Written Arithmetic, or better and more instruction given in it to the third class of the Grammar Schools. According to our present Regulations the fourth item in the studies of the third class reads thus, — "Warren Colburn's First Lessons, new edition, with Lessons in Written Arithmetic on the Slate and Blackboard." It has been represented to your Committee by some competent to judge, and is a matter within the experience and observation of some of their number, that the last part of this item has little or no effect, that it is practically a dead letter, that the exercises or examples at the end of Colburn's First Lessons, intended for this purpose, are of no great use, they are not performed, and that practically, the third class receives no instruction in Written Arithmetic, and makes hardly any use of the slate and blackboard. The Regulation, as it now stands, intends to provide that the third class shall make a beginning in Written Arithmetic, but practically it fails largely to carry into effect that provision. Your Committee would remedy this defect by

striking out the last part of the item, — “with lessons in Written Arithmetic on the slate and blackboard,” and have it read like the corresponding one in the studies of the second class, viz: “Warren Colburn’s First Lessons, new edition, and ——— Arithmetic” — the blank to be filled with such Written Arithmetic as the Board may adopt — and thus provide that the third class shall thoroughly begin and systematically pursue Written Arithmetic. Accordingly they recommend this change.

Were the changes in studies and text-books above suggested adopted, and care taken by the District Committees, to whose attention the subject is earnestly commended, to see that the text-books are used, and the prescribed course of studies thoroughly and systematically pursued, it is believed that greater uniformity would result, that the Grammar Schools would have a more forward movement, that the pupils passing from them to the High Schools would come much better prepared, and that consequently those schools could take a step forward, and enlarge in one or two particulars their course of study, which it is very desirable they should do, and thus our whole system of public instruction be advanced and improved. For instance, it is very desirable that Intellectual Philosophy should form a part of the regular three years’ course of instruction in the English High School. Were History, Natural Philosophy, Arithmetic, &c., as thoroughly studied as possible, and as the Rules provide, in the Grammar Schools, the pupils would come to the High School so far advanced that Intellectual Philosophy might be introduced, and other studies, already a part of the course at the English High School, be more extensively pursued. We have, unquestionably, during

the last few years, strengthened the foundation and improved and lifted up the base of our whole system of public instruction, viz: the Primary Schools. This enables us to carry up a little higher all parts of the superstructure, and we ought not to neglect to do so.

Having, as required by the Regulations, offered these general suggestions, on the course of studies, the Committee proceed to consider some specific changes in text-books, and would report first on a subject of this kind referred to them some two months ago by a vote of this Board. At a meeting of the Board in April last, a communication was made to "the School Committee of the City of Boston," by Mr. Oliver Ellsworth, publisher of Town and Holbrook's Readers — called the "Progressive Series," asking for the introduction of their books into the public schools, urging reasons for the same, and making propositions as to the pecuniary terms on which he would furnish them, — which terms he regarded as very favorable to the city, and calculated to diminish the cost of text-books in the reading department. When the communication had been about one half read, a motion was made, and prevailed, to omit the further reading, and refer the paper to the Text-Book Committee. Subsequently, Mr. Ellsworth had a second communication printed, and a copy sent to each member of the Board. As this printed paper contains all the essential statements, arguments, and propositions of his written communication, the Committee do not deem it necessary to go into any, much less a minute, restatement and examination of them. The Committee content themselves with reporting, that after a full consideration of this subject, they decline to recommend to the Board the acceptance of Mr. Ellsworth's propo-

sitions, or the introduction of the "Progressive Series" of Readers into the public schools, — either to the entire displacement of Hillard's, or to be used in conjunction with his, as the committees of the different districts may elect, and they do this on two simple but strong reasons.

1. The "Progressive Series," whatever its merits, is not, in their judgment, so good a series of reading books as Hillard's. This was the opinion very decidedly expressed by the very able Text-Book Committee under whose auspices Hillard's Readers were introduced into the schools. It is an opinion in which the present Committee are constrained to concur. Were all Mr. Ellsworth's arithmetical calculations perfectly correct, and were it beyond question, which, so far as your Committee can understand the computation and comparison of prices and pages, they are not prepared unhesitatingly to admit, but were it beyond question that the "Progressive Series," would be actually the cheaper, *i. e.* give more pages for less price, it would not be wise to adopt it. The best books, not the cheapest, should be our object. To adopt the best text-book at a reasonable cost is the only principle upon which we can do our duty to the schools and to the interests of education. It is believed by your Committee that this was done in selecting, and will be done by continuing, Hillard's Readers.

2. The Committee decline to recommend the acceptance of Mr. Ellsworth's propositions, because a portion of the "Progressive Series" has been tried in our public schools, and failed to give satisfaction. At the time Hillard's Readers were adopted, a very favorable impression prevailed in a portion of the Board in regard to the "Progressive Series." In order

to meet this impression, and give Mr. Ellsworth's books, what he now asks for them, a fair trial, it was ordered that what was then urged by its friends as the best of this series, "The Progressive Speaker and Common School Reader," should be a permitted book for the first class in the Grammar Schools, and that each District Committee should be at liberty to adopt that or "Hillard's First Class Reader." Under this order, "The Progressive Speaker," was introduced by some six or seven of the District Committees into the schools under their charge, and held its place in each for a longer or shorter period. More than a year ago it was found that all these Committees had discontinued "The Progressive Speaker," and adopted, in preference, "Hillard's First Class Reader," and that the former book, though permitted, was not used in any school in the city. The Committee on Text-Books thought that a permission of which no use was made might wisely be withdrawn, and therefore in their last Annual Report they recommended that "The Progressive Speaker" be stricken from the list of text-books, and this was done.

It would not seem to be wise to adopt for an exclusive or joint use in our schools, a series of books in relation to the highest and most important part of which this is the result of our experience. The statement of Mr. Ellsworth, in his written communication, that the omitting of the "Progressive Speaker" from the list of text-books "was done against the expressed wish of many of the teachers then using the book," is not a fact within the knowledge of your Committee. The proposition to omit was reported to the Board by the Text-Book Committee several weeks before it was acted upon, the statement that the book was not used in any of the schools

was not denied, none came forward to say they were "then using it," and no opposition from any quarter was manifest.

For these two reasons, because in the judgment of your Committee it is not the best, and because a portion of it has been used and failed to be approved, your Committee do not recommend the adoption of the "Progressive Series," as urged by Mr. Ellsworth, and they are strengthened in advising this course from the fact that Hillard's Readers, or a considerable portion of the series, is undergoing a careful revision, and they recommend that the revised edition, which will contain valuable and important suggestions by teachers in our public schools, be introduced as fast as it shall appear.

The subject of Arithmetic occupied a very considerable portion of the time of the Board and of the Committee last year, and by the latter has again been very fully considered. It will be recollected that in their second report last year — their first having been recommitted — the Committee recommended the adoption of "Eaton's Common School Arithmetic" instead of a treatise entitled "Eaton's Arithmetic" now in use. This recommendation was adopted, but, as was afterwards presumed, only by a majority, and therefore not according to law, and so it did not go into operation. Since then a revised edition of "Eaton's Common School Arithmetic," — adopting some new arrangements, and bringing in some matter from "Eaton's Arithmetic," — the whole prepared according to suggestions made by a committee of the masters, has been printed, and thoroughly examined by the Committee, in comparison with Greenleaf's and other Arithmetics, submitted to their inspection. The Committee are satisfied that this revision of "Eaton's Common School Arithmetic" is a great

improvement, and that it is better adapted for use in our schools than any arithmetic now published.

The Committee examined with some care, in manuscript, an Arithmetic prepared by Mr. James Robinson, one of our former masters, well known to this Board. In its arrangements, its definitions, and in all that part of it which would be used in preparation for various mechanical and mercantile pursuits, they were particularly pleased with this Arithmetic, and cannot forbear to express the hope that it may be published; but its publication being involved in uncertainty the Committee recommend that the revised edition, to which reference has been made, of "Eaton's Common School Arithmetic," be adopted in the place of "Eaton's Arithmetic."

The Committee supposed the matter of Grammars to be definitely settled for some years, by their report of last year, and the action of this Board in January last. But, about two months ago their attention was called to "Kerl's Comprehensive English Grammar," which they have very carefully examined, their admiration and approval increasing with every renewed examination, till they feel constrained to say that in their judgment Kerl's Grammar is a very extraordinary production, and if not decidedly the best text-book, is decidedly the best treatise, on Grammar of which they have any knowledge. At one meeting the Committee had decided, unanimously, to recommend the adoption of "Kerl's Elementary English Grammar" and "Kerl's Comprehensive English Grammar," in the place of "Bullions's Introduction" and "Bullions's Analytical and Practical Grammar;" but, at a meeting held this day, this decision was reconsidered, and in view of the fact that "Bullions's Introduction" was only adopted in Jan-

uary last, and from the fear entertained by some of the Committee that though a most admirable book for every master and scholar to have on his table for study and consultation, Kerl's Grammar might not be a good text-book for the instruction of pupils in the elements of Grammar, it was determined that the Committee would content themselves with calling the attention of the Board to Kerl's excellent books, that they may be prepared at some future time, to determine, definitely, and on mature deliberation, whether it would not be for the benefit of the schools to introduce them as text-books. Did our rules permit it, or could it be done by a suspension of the rules, (and the Committee have not considered this point,) it might be expedient to introduce these books as an experiment into one of the Grammar Schools, to ascertain whether in practical use as a text-book, it would be found so superior to other grammars, as, on examination, it seems to be to your Committee. The Committee have but three more recommendations to make.

1. That the "Spelling Book for Advanced Classes" — a book which Mr. W. T. Adams, the author, used for some time, in manuscript, in his own school, the Bowditch, the pupils from which had the highest average mark in spelling at the last examination for admission to the Normal School, be permitted as a text-book in spelling in the first and second classes in the Grammar Schools.

2. That "Warren's Common School Geography," now used in the first, second, and third classes in the Grammar Schools, be confined to the first and second classes, and that the "Primary Geography" be assigned to the third class as it is to the fourth class. This change has the approval, and is

understood to meet the wishes and judgment of the masters, and is therefore recommended by the Committee.

The Committee recommend that a copy of Drake's "History of Boston" be furnished as a book of reference to each of the Grammar and High Schools of the city. This recommendation is made on Mr. Drake's application; but there is such an obvious propriety in furnishing each public school in the city with a copy of a work containing such an authentic, reliable, and interesting history of the city, that one is left to wonder that it has not been done before. The cost — the copies to be strongly bound, with backs and corners of Russian leather — will be about five or six dollars for each school furnished.

In conformity with the recommendations of their report, the Committee present for the consideration and action of the Board, the following orders.

Respectfully submitted,

S. K. LOTHROP,

For the Committee.

1. ORDERED: That "Stearns's Practical Guide to English Pronunciation" be omitted from the list of text-books.

2. ORDERED: That number ten in the list of studies for the first class in the Grammar Schools be amended by striking out "and double," so that the number will read, "Book-Keeping by single entry."

3. ORDERED: That Bartholomew's Drawing-Books be used as the text-book in Drawing, in the Grammar Schools.

4. ORDERED: That number four in the list of studies for the third class in the Grammar Schools, be amended by striking out "with lessons in Written Arithmetic on the slate and

blackboard," and inserting "Eaton's Common School Arithmetic, revised edition."

5. ORDERED: That the revised edition of Hillard's Reader, now in preparation be used in the schools whenever said edition is published.

6. ORDERED: That "Eaton's Common School Arithmetic, revised edition," be the text-book in Written Arithmetic in the Grammar Schools.

7. ORDERED: That "Adams's Spelling-Book for Advanced Classes be permitted as a text-book in the first and second classes in Grammar Schools.

8. ORDERED: That number six in the list of studies for the third class in the Grammar Schools be amended by striking out "Warren's Common School Geography," and inserting "Warren's Primary Geography."

9. ORDERED: That a copy of Drake's "History of Boston" be placed as a book of reference in each of the Grammar and High Schools.



SEMI-ANNUAL REPORT
OF THE
COMMITTEE ON MUSIC.

SEPTEMBER, 1863.



REPORT.

In School Committee, September 8, 1863.

THE Committee on Music beg leave to Report :—

That they have, from time to time during the past year, examined the various schools in that department of instruction which comes under their immediate care, and find, in general, a continued if not increasing interest in the subject of music, on the part of both pupils and teachers. Having in a previous Report given somewhat at length their views in regard to the requirements of this branch of public instruction in our schools, they do not propose to further discuss the subject at the present time, but will call attention only to two or three points more particularly suggested by the experience of past years.

Your Committee are glad to notice in many instances a growing interest in the regular music lessons on the part of the masters and teachers. This is as it should be. There seems no reason why the same regard should not be paid to this during the specified half-hour allotted to it, as to any other authorized study. They are pleased also to observe in many of the schools an improvement in regard to the proper position of the body while singing — the result, as they believe, of the greater

attention now being paid to that important branch of popular instruction, *Physical Training*; but while the Committee can speak of a *general* improvement in this respect, they could point to lamentable exceptions in individual schools.

Your Committee are of opinion that, if more attention were given to the rudiments of the art and such study of it as would prepare the pupils readily to read and interpret music in its ordinary forms, rather than the too constant practice of set pieces and compositions (in the lower classes, especially), greater advantage would in the end be gained.

And intimately connected with this view, is the subject of the introduction of musical instruction on some well systematized plan, into the Primary Schools; your Committee have, during the past year, had opportunity — by personal and critical inspection of several schools where a well-considered plan of teaching classes of children from five to seven or eight years of age was being tried as an experiment — to satisfy themselves of the entire practicability of such instruction, not only without detriment but with decided advantage to the general discipline of the schools. But to effectually and efficiently accomplish this object, a special instructor in music for the Primary School department is required, — one who has experience in that direction, and an aptitude to teach young children especially. The importance of this measure has been sufficiently urged by this Committee in a former Report. The time has now come when they would earnestly recommend its adoption by the School Board.

During the past year the new pianos recently ordered by the Board have been purchased and placed in all the schools. These pianos, which are “semi-grands,” are made after an

improved pattern, in the most thorough manner, by the well-known house of "Chickering and Sons," to whom, after a rigid and impartial test by the Committee and some acknowledged experts of the various samples subjected to their inspection, the palm of superiority was unanimously awarded. It gives your Committee much pleasure to add that, in the possession of these fine instruments, the City, through the high-toned liberality of the Messrs. Chickering, who have more than fulfilled the stipulations of their contract, has obtained a *financial* as well as artistic success.

Respectfully submitted,

J. BAXTER UPHAM,
LE BARON RUSSELL,
AARON P. RICHARDSON,
AUGUSTUS A. GOULD,
WILLIAM EDW. COALE,

Committee on Music.



REPORT OF SPECIAL COMMITTEE

ON

THE COURSE OF INSTRUCTION

IN THE

PRIMARY SCHOOLS,

APRIL, 1863.



REPORT.

In School Committee, April 20, 1863.

The Committee appointed to prepare and report to the Board, in print, a more detailed statement than is now contained in the Rules and Regulations of the instruction to be given in each grade of the Primary Schools, ask leave to report,—

That having attended to the duty assigned them, they would respectfully recommend that the Ninth Chapter of the Rules and Regulations be amended by striking out the 9th and 11th Sections; by changing the numbering of the 10th to the 9th and the 13th to the 12th, and inserting as the 10th Section the subjoined Course of Instruction.

Respectfully submitted,

HENRY W. HAYNES,

For the Committee.

SECTION 10.

The following Books and Studies shall be attended to in the respective classes. The ORDER of the exercises and lessons assigned to each class to be determined by the teacher ; subject, however, to the direction of the Committee of the school.

SIXTH CLASS.

Hillard's First Primary Reader to the 30th page ; the words in columns to be spelled without book, and also words selected from the reading lessons.

Boston Primary School Tablets. Number Eleven,—the words and elementary sounds repeated after the teacher. Number One,—the name and sound of each letter, including the long and short sound of each vowel. Number Fifteen to be read and spelled by letters and by sound, and read by calling the words at sight. Number Sixteen to be read by spelling, and by calling words at sight, with oral lessons on the meaning of the sentences. Number Thirteen to be spelled by sounds. Numbers Nine and Ten to be used in reviewing the alphabet, for variety of forms of letters. Number Five—the pupil to name and point out the lines and plane figures. Number Two—analyze the forms of the capitals, and tell what lines compose each.

Boston Primary School Slate No. 1.—Print the small letters, and draw the straight lines and the rectilinear figures. The blackboard and tablets to be used in teaching the slate exercises.

Develop the idea of numbers to ten, by the use of objects.
Count to one hundred on the numeral frame.

Repeating verses and maxims. Oral lessons on size, form,

and color, illustrated by objects in the school-room; also upon common plants, and animals, illustrated by the objects themselves or by pictures.

Learning to read and spell from letter and word cards, at the option of the teacher.

Singing for five or ten minutes twice at least each day.

Physical exercises for five or ten minutes, twice at least each hour.

FIFTH CLASS.

Hillard's First Primary Reader, as in the sixth class, completed.

My First School Book, for spelling to the 24th page, and for reading to the 70th page.

Boston Primary School Tablets. Review the exercises on Tablets prescribed for the Sixth Class. Number Nineteen, entire, and Number Twenty to L. Number Six, — name and point out the figures, and their parts. Number Eleven to be taught from the tablet. Number Fourteen, — syllables to be spelled by sound.

Boston Primary School Slate, No. 1. Review the slate exercises prescribed for the Sixth Class. Print the capital letters, also short words; draw the curvilinear figures.

Counting real objects, and counting with the numeral frame by twos to one hundred.

Repeating verses and maxims. Oral lessons on form, size, and color, and on plants, and animals. Singing and physical exercises as above.

FOURTH CLASS.

My First School Book, completed both as a reader and a speller.

Hillard's Second Primary Reader, to the 50th page; the words in columns to be spelled, and also words selected from the reading lessons. Spelling words by sounds.

Boston Primary School Tablets. Numbers Five and Six reviewed, with description or analysis of the lines and figures. Numbers Eleven, Thirteen, and Fourteen reviewed. Numbers Twelve and Twenty to be learned. Numbers Seventeen and Eighteen, — names of punctuation marks.

Boston Primary School Slate No. 1, used daily. Copies in printing and drawing reviewed and completed. Printing four or five words daily. Writing Arabic figures.

Adding and subtracting numbers to twenty, illustrated by objects and the numeral frame. Counting on the numeral frame by twos to one hundred, and by threes to fifty.

Repeating verses and maxims. Oral lessons on objects as above, with their parts, qualities, and uses. Singing and physical exercises as above.

THIRD CLASS.

Hillard's Second Primary Reader, completed; the words in columns to be spelled, and also words selected from the reading lessons. At each lesson in reading and spelling, words spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined, — to the thirty-fifth page. Spelling words by sounds. Questions on the meaning of words.

Boston Primary School Tablets. Numbers Five, Six, Eleven, Twelve, Thirteen, Fourteen, and Twenty reviewed. Number Three. Number Eighteen, — uses of punctuation marks commenced.

Boston Primary School Slate No. 2. Write the small script letters and draw the plane figures. Exercises in writing and drawing to be illustrated by tablets and blackboard. Print a few words in capitals.

Eaton's Primary School Arithmetic, or North American Arithmetic, begun. Miscellaneous questions in adding and subtracting small numbers. Practical questions involving similar combinations. The idea of multiplication developed by the use of the numeral frame. Numbers to be combined, occasionally written on slates from dictation.

Repeating verses and maxims. Abbreviations. Oral lessons as above, and upon common objects, and the senses. Singing and Physical exercises as above.

SECOND CLASS.

Hillard's Third Primary Reader, to the 100th page; the words in columns to be spelled, and also words selected from the reading lessons. Difficult words to be spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined, — to the seventy-fifth page. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or North American Arithmetic, — addition, subtraction, and multiplication tables to be learned, and the practical questions under these rules to be attended to.

Boston Primary School Tablets. Numbers Three, Five, Six,

Eleven, Twelve, and Eighteen to be reviewed. Number Seven, — drawing, and oral lessons on the objects represented. Number Eighteen, — uses and definitions of points and marks learned and applied in reading lessons.

Boston Primary School Slate No. 2. Writing capital and small letters, and drawing planes and solids, with illustrations from tablets and blackboard. Writing short words. Review abbreviations and Roman numerals.

Repeating verses and maxims. Oral lessons on objects, trades, and the most common phenomena of nature. Singing and physical exercises as above.

FIRST CLASS.

Hillard's Third Primary Reader, completed ; with definitions, explanations, spelling by letters and by sounds ; also questions on punctuation, the use of capitals, and the marks indicating the pronunciation.

Spelling and Thinking Combined, completed. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or *North American Arithmetic*, completed. The tables of multiplication and division to 12×12 and $144 \div 12$. Notation to 1,000. Counting by threes and fours, forwards to a hundred, and backwards, from a hundred to one. Practical questions to be attended to.

Boston Primary School Tablets. Review those used in the Second Class. Frequent drill on Number Twelve. Number Eight, drawing and oral lessons on the objects represented.

Boston Primary School Slate No. 2. Writing capitals and small letters, the pupil's name, and words from the spelling

lessons, with particular care to imitate the letters on the frame. Draw all the copies on the frame.

Repeating verses and maxims. Review abbreviations. Oral lessons on objects, trades, occupations, with exercises of observation by noting the properties and qualities of objects, comparing and classifying them, considering their uses, the countries from which they come, and their modes of production, preparation, or fabrication.

Singing and physical exercises as above.



P O E M

READ AT THE ANNUAL MEETING

OF THE

GIRLS' HIGH AND NORMAL SCHOOL ASSOCIATION,

JUNE, 1863,

BY MRS. FRANCES E. BEAL,

A GRADUATE OF THE SCHOOL.



P O E M .

THREE years have passed, since on our festal day,
Within these walls, before such gentle critics,
Our first school-poet sang her woman's song,
In tones whose music lingers with us yet.
Should I, unworthy called to fill her place,
Weave in my humble song some tuneful strain
That sounds too like an echo from the past
Of her true poet singing, — bear with me;
My song will surely be the sweeter for it.

How strongly live within our memories
The lingering moments of that parting day,
When, with “reluctant feet,” we left our childhood.
Could any turn away with careless hearts?
No tender thoughts of all the happy days
And broken friendships we must leave behind?
No gratitude for love, and toil, and patience?
For acts that ill repaid them, no regrets?
No shrinking from the new, strange title, *woman*,
Stamped clear upon our brows, to be kept pure,
And high, and sacred, as the angels hold it?

Time passes on; where is the woman now?
What "beckoning life plan" calls her forth to strive?
Perhaps, in even course, her quiet life
Flows on amid the happy scenes of home;
But even there no easy task awaits
The daughter, sister, faithful to her trust,
To bear upon her young, strong shoulders part
Of all the weary load of household cares;
To keep a pleasant word and helpful hand
For all the noisy, thankless little ones,
Who honor well their childhood's privilege
Of tearing clothes and solving hopeless problems;
To meet her weary father with a smile,
And shed around his home the tender grace
And sweet refinement the true woman bears.

Perhaps, through heat and cold, through storm and sun,
She seeks some cheerless room, where day by day,
Her busy fingers hardly earn the right
Of simply living, toiling; that is all.
All, did I say? I spoke too lightly then.
'Tis a great thing to live, since Christ has lived,
And made the burden of our human life
So rich with wondrous possibilities,
That proudly we may wear it as a crown
Through God's great love, not bear it as a burden.
So she, whose outward life is weary toil,
May yet so live in steady cheerfulness,
So live in faith amid discouragements,
So live in gentleness 'mid hasty words,

That, though no sunbeam find the shadowed room,
Angels may come and minister to her.

Perhaps in harder toil of brain and heart
She reigns the school-room's queen, a noble post
Indeed when these true counsellors are there,
Patience, and right, and firm integrity.
Nor deem thine thankless work, O! faithful teacher;
Thou wilt not find in all a varied life
A love more reverential, more unselfish,
Than some young hearts are laying at thy feet.
How strong their faith in thee; how loyally
They praise thy good, thy very failings make
A special sort of virtue; what sweet zeal
To serve thee speaks in all their artless ways.
Are their caresses, their attempts to change
For thy sake something that displeases thee,
Their blushing, eager pleasure when you meet
In unaccustomed places, no reward
For all the oft-repeated toil and care
Their sins of heedless childhood bring to thee?
E'en when they leave thee, in their loving hearts
A picture of thy better self is shrined,
To hold its place through changing years, until
Their children learn thy name to honor it.

Perhaps the changing spring-time of her life
Bursts into sudden summer; the trees bloom,
The birds sing in their branches, the light leaves
Seem listening happy tidings from the breeze,

A blessed sunshine glorifies her way,
For life is full: she loves and is beloved.
How gayly speed the golden days of courtship,
When woman o'er one subject reigns a queen;
Yet sure in her true love the humblest one
That ever pressed a throne. How sweet to feel
That in one loyal heart she sits above
The best and fairest all the world can show,
That all her life a new, sweet care surrounds,
Weeps in her griefs and gladdens in her smiles.
Yet, happy woman, when the name of wife
Has grown familiar to thee, and thy feet
Reluctant leave the enchanted ground to tread
Again the humbler ways of daily life,
Oh! then, with patient courage, learn the change,
That thou may'st sometimes smile and he not heed,
That thou be weary and he note it not,
That even from an overburdened mind
Some hasty word fall on thee like a blow;
Let thy love pardon it, and pass it by;
Let thy unselfish heart spare not to make
His home so full of peace, and love, and rest,
That thou may'st feel, as changing years pass by,
With deeper joy than those bright years e'er knew,
"How much the wife is dearer than the bride."

Perhaps upon her breast the highest seal
Of womanhood is laid, a little child.
Oh! wondrous gift of pain and ecstasy;
Oh! gift of tears and smiles, of hopes and fears.

Ask not my shrinking hand to lift the veil
That hides the tremblings of the mother-heart,
When, in the silent darkness of the night,
She feels that new, warm life so near her own,
And says "My child." How far into the future
Her thoughts go forth for him! How anxiously
She marks the rugged paths his feet must tread,
Those little feet she gathers in her hands,
So fair and plump, and covers close with kisses.
Oh! she could die for him; but can she live
So wise and pure a life, that he may learn
To thank God for his mother? can she speak
No hasty word, that so he may be gentle?
Can she from aught unworthy keep herself,
That she may teach him to be good and noble?
Can she have wisdom, patience, day by day,
To train him for humanity and God?
Or, should he sicken, and her life-blood mark
The weary, wasting moments of his pain,
And on her heart the bitter, bitter truth
Strike full and sharp, that this is unto death,
That all the light and music of her home
Must pass away, and leave it desolate, —
Again the sacred veil I may not lift,
For Christ alone can speak to mourning mothers.

Thus sometimes clouded, sometimes bright, the path
The woman's feet must tread, but not alone;
Two angel forms walk noiseless at her side,
One fresh and bright as some sweet morn in May,

The other grave and somewhat stern, yet bearing
A clear, pure brow, and look of heavenly patience.
Pleasure and Duty, these their names on earth,
In heaven they both are one, and called God's will.

O woman! in thy toil, and love, and pain,
List not the pleasing tale bright Pleasure tells,
That happiness can dwell with her alone,
Away from Duty's saving influence;
For they, twin-born, not long can live apart.
Let Duty rule, then both shall surely grow
Into the likeness of their heavenly birth;
Pleasure shall gain the lovely calm of duty,
And Duty smile with Pleasure's sweetest grace.

Thou highest angel, bearing rule above
All beings else save God, upon whose word
Virtue and Right, and all sweet Charities,
Obedient wait, yet in man's darkened mind
So sadly changed, that Violence and Wrong
Are sometimes made thy servants; let me speak
A word for thee, O Duty, ere I close.
Not harsh and cold art thou, but full of peace;
Whom thou dost teach, no vain regrets can trouble,
No torturing thought, "Had I done otherwise
My life had wiser been and happier;"
For Duty has but one straight path, and that,
Through chance and change, through doubt and sore
temptation,
Can never fail to lead us up to God.

My song is ended, rather sermon preached.
I fear its trembling tones are all too grave
To give you pleasure, whom I sought to please;
For it was learned amid those Lenten days
That come to every household, when the bare,
Dismantled rooms, the cheerless disarray,
The splash of water, weary hands and hearts,
All speak of longings for the resurrection,
The glorious Easter day of fresh, clean beauty.
If then, your kind attention find no good,
But only weariness in all these words,
Still is your time not lost; in that quaint rhyme
The saintly Herbert left us long ago,
“The worst speak something good; if all want sense
God takes a text and preacheth patience.”



MEDAL SCHOLARS
AND
LAWRENCE PRIZES.



FRANKLIN MEDAL SCHOLARS.

1863.

LATIN SCHOOL.

James B. Ames,
Arthur Brooks,
George W. Eaton,
Nelson L. Derby,
Henry G. Monks,
James R. Carret.

ENGLISH HIGH SCHOOL.

Hazen J. Burton, Jr.
Charles H. Ditson,
Frank H. Pattee,
Charles F. Pidgin,
James E. Prince,
John O. Hall,
John S. Woods.

BIGELOW SCHOOL.

Frederick L. Felton,
Joseph H. Mather,
John A. Muhlig,
George W. Morse,
Charles P. Noyes,
Charles Seaver.

ADAMS SCHOOL.

Charles T. Geyer,
George E. Lord,
George E. Drew.

BOYLSTON SCHOOL.

William A. Collins,
James C. Devine,

John T. Finnin,
Thomas J. Gorman,
Michael T. Howard,
John J. Mahoney,
William A. Murray,
John B. Shea,
Thomas J. Troy.

BRIMMER SCHOOL.

Arthur C. Babson,
Alexander W. Blakie,
Leopold H. Chubbuck,
William E. Foley,
Charles A. Goodnow,
James E. R. Hill,
John A. Jackman,
George H. Marshall,
Frank H. Perkins,
Albert P. Simpson,
Seth Thaxter,
John C. Valentine.

CHAPMAN SCHOOL.

Thomas A. Hutchins.

DWIGHT SCHOOL.

Frederick L. Carter,
Noah W. Jordan,
Clarence A. Barney,
George W. Taylor,
Franklin Nourse,
Franklin H. Skinner,
Daniel D. Morss,
George S. Knowles,

George H. Morton,
George F. Gridley,
James S. Heywood.

ELIOT SCHOOL.

Harvey N. Shepard,
James P. Mahan,
Daniel J. Ivers,
William A. Cheney,
William O. Smith,
Timothy J. Dacey,
James H. Stearns,
William J. Sinnott,
John H. Pitman.

LAWRENCE SCHOOL.

Thomas W. Howard,
Edward F. Nunan,
Stephen F. Holway,
James Loughlin.

LINCOLN SCHOOL.

Edward T. Parker,
Francis M. Lewis.

LYMAN SCHOOL.

Michael Monahan.

MAYHEW SCHOOL.

Eugene E. Partridge,
Edward R. Kimball,

George F. Mullett,
Horace F. Mace,
James I. Brooks,
James A. O'Brien,
Hervey W. Lincoln,
Walter McIntyre.

PHILLIPS SCHOOL.

George W. Babb, Jr.
Thorndike Nourse,
Otis Norcross, Jr.
Charles A. Plumer,
G. B. F. Maxwell,
George H. Maddock,
George W. Smith.

QUINCY SCHOOL.

Samuel F. Brewer,
Frank H. Newhall,
Albert H. Payson,
Frank G. Macomber,
Ellis W. Hartshorne,
George A. Safford,
Levi Harvey,
Edward Ellis,
Robert C. Winthrop Dillaway,
Walter P. Tilton,
Robert P. Long,
William H. Bunton,
Charles W. Drake,
Alfred B. Whitney.

CITY MEDAL SCHOLARS.

1863.

ADAMS SCHOOL.

Louisa H. Lovejoy,
Christina C. Byron,
Georgie C. Chapman,
Lucy E. Ring,
Laura M. Lillie,
Mary F. Spare.

BIGELOW SCHOOL.

Ellen S. Clapp,
Eliza H. Cook,
Elizabeth A. Hurd,
Mary E. McAleer,
Sarah McCammon,
Ellen L. Pendleton,
Ella M. Webber.

BOWDITCH SCHOOL.

Ellen M. Caden,
Annie V. Driscoll,
Margaret L. Driscoll,
Ellen M. Daley,
Alicia T. Driscoll,
Eliza T. Hickey,
Mary J. Harrington,
Jane C. Justice,
Bridget F. McCoy,
Mary E. Murphy,
Anna J. McClanahan,
Ellen G. O'Leary,
Mary E. Toumy.

BOWDOIN SCHOOL.

Mary S. Stockbridge,
Anna M. Turner,
Emilie P. Dillenback,
Fannie A. Porter,
Ellen Stone,
Frances G. Prescott,
Louise E. Boyden,
Mary R. Bagley,
Louise M. Hill.

CHAPMAN SCHOOL.

Anna J. Noble,
Esther L. Richardson,
Harriet O. Heath,
Maximilla P. Oliver,
Elizabeth A. Shipley,
Minerva J. Murphy,
Sophia Smith,
Sarah O. Thompson,
Jane E. Cassidy,
Florence A. Whidden,
Grace E. Wasgatt,
Anne L. Hill.

EVERETT SCHOOL.

Alice M. Wellington,
Mary E. Josselyn,
Clara Nelson,
Sarah B. Cormerais,
Emily S. Cobb,

Susan G. Wheeler,
Abby C. Haslet,
Emma Halstrick,
Adelaide A. Keeler,
A. Josephine Batchelder,

FRANKLIN SCHOOL.

Louisa Bowker,
Mary F. Bursley,
Caroline E. Davis,
Faustina L. Noyes,
Caroline A. Parker,
Emma B. Ross,
S. Josephine Sargent,
Mary Sleeper,
Maria L. Soule,
Emma G. Thompson,
Alice S. Tinkham,
Emeline J. Webster.

HANCOCK SCHOOL.

Caroline E. Pitman,
Helen M. Mair,
Anna J. Gillen,
Mary E. Sargent,
Laura B. Perkins,
Addie E. Mayo,
Mary A. Fielding,
Emma J. Nash,
Helen R. Goddard,
Martha B. Felton,
Abby F. Baker,
Mary L. Wiggin,
Adelaide E. Badger.

LAWRENCE SCHOOL.

Angelina E. Nance,
Elizabeth F. Toland,
Harriet L. Rayne,
Ara Adna F. Fogg,
Mary E. Simonds,
Mary A. Mills,
Mary F. McCausland,
Frances E. Dunn,
Elizabeth Bradfield.

LINCOLN SCHOOL.

Mary E. Josephs,
Annie M. Sargent,
Mary E. Johnston,
Jennie E. Porter,
Sarah A. Hall,
Roberta H. Goodnow,
Ella S. Briggs,
Georgiana Larrabee.

LYMAN SCHOOL.

Mary E. Russell,
Catharine P. Jackson,
Mary E. Mereen.
Clara Bixby,
Harriet E. Pettengill.

WELLS SCHOOL.

Ellen F. Burnett,
Emma L. B. Edgerly,
J. Imogen Howard,
Mary A. Bisbee,
Adelaide C. Williams,
Abby Badger,
Mary I. Kimball,
Ella C. Marshall,
Ann M. F. Sprague.

WINTHROP SCHOOL.

Helen C. Barnes,
Mary B. Emmons,
Mary C. Fairbanks,
Sarah T. Hamilton,
Mary Haynes,
Ellen M. Hughes,
Lizzie B. Langford,
Sarah J. Laws,
Mary L. Masters,
Isabel A. Mellen,
Lizzie F. Mellen,
Alice Rich,
Sarah I. Richards,
M. Missouri Stockwell,
Anna P. Storms,

LAWRENCE PRIZES.

1863.

LATIN SCHOOL.

Declamation, First Prize. Arthur Brooks.

Second Prizes. Charles H. Mann, Francis M. Stanwood.

Third Prizes. James B. Ames, Mathew R. Clark.

For Exemplary Conduct and Fidelity. William J. Morton, Edward T. Trofitter, John J. O'Donnell, Francis T. Kimball, Otis E. Haven.

For Exemplary Conduct and Punctuality. James B. Ames, Arthur Brooks, William Gallagher, Benjamin L. M. Tower, William D. Kelly, Joseph Healy, Alphonse B. Batterman, Charles H. Swan, Francis B. Wilder, Cornelius A. Coleman, Charles E. Wiggin.

Excellence in the Classical Department. 1st class, James B. Ames; 2d class, Arthur M. Wellington; 3d class, William Gallagher; 4th class, Joseph Healy; 5th class, Thomas R. Sullivan; 6th class, George H. Tower.

Excellence in Modern Department. 1st class, Arthur Brooks; 2d class, William D. Kelly; 3d class, Thomas D. Demond; 4th class, Joseph Healy; 5th class, Francis Bassett; 6th class, George H. Tower.

A Latin Ode. Nelson L. Derby.

A Latin Essay. Arthur Brooks.

A Translation into Greek (a second prize). James B. Ames.

An English Essay (a second prize). Charles H. Mann.

A Poetical Translation from Horace (a second prize). William D. Kelly.

A Translation from Tacitus. Benjamin L. M. Tower.

A Translation from Hirtius. Edward S. Averill.

A Translation from Nepos. Francis B. Wilder.

A Translation from Latin Reader. George H. Tower.

ENGLISH HIGH SCHOOL.

For Excellence in the Scientific Department. James E. Prince, Hazen J. Burton, Jr., Walter Colby, Samuel Van Praag, Henry B. Spitz, Barton F. Kingman, Seth C. Chandler, Jr., George H. Eustis, William H. Moriarty, Charles A. Roberts, Albert F. Copeland, Ezra G. Robinson, George W. Wise, Adoniram J. Hopkins, Fred. A. Cheney.

For Excellence in the Literary Department. Edward F. A. McManus, Charles F. Pidgin, Frank H. Pattee, Charles H. Ditson, John O. Hall, John S. Woods, George B. Sylvester, John S. White, Jr., Charles G. Bullard, George S. Wheelock, Walter F. Abbott, Frank C. Smith, Daniel E. Newell, Frank Priest, George B. Miles, Weston W. Osborn.

For General Merit. A. Otis Evans, Abbot S. Coffin, Thomas Newell, Frank Seaverns, Jr., Wm. R. Callender, Godfrey Morse, Edwin C. Mace, Charles N. Alexander, Edward G. Chamberlain, James F. C. Francis, William B. Wharton, George A. Moriarty, Leonard B. Marshall, Francis H. Brewer, Arthur B. French, Eugene A. Montgomery.

For Declamation. Loring Lothrop, Jr., Charles F. Wise, William M. Sanguily, James F. C. Francis, George E. Sawyer, Alfred T. Turner.

For Dissertations. Wm. B. Blakemore, Hazen J. Burton, Jr., Frank H. Pattee, Charles G. Bullard, Samuel Van Praag.

STATISTICS OF THE SCHOOLS

FOR THE YEAR 1862-63.

STATISTICS OF THE SCHOOLS.

TABLE I.

Number and ages of pupils admitted to the High Schools from the Grammar Schools.

GRAMMAR SCHOOLS.	LATIN.							ENGLISH HIGH.					GIRLS' HIGH.					
	Ages of Pupils.							Ages of Pupils.					Ages of Pupils.					
	10	11	12	13	14	15	16	13	14	15	16	17	13	14	15	16	17	18
Adams																		
Bigelow								1	1	7	1				2	2	4	...
Bowditch														2	1	...	1	1
Bowdoin														1	...	5	2	3
Boylston						1												
Brimmer		1	...	2				2	9	5	2							
Chapman		1	...		2	1					1	1			2	3	5	...
Dwight		1	2	2	1	1			5	7	1	2						
Eliot	1	...	1	...				2	3	1	2							
Everett														2	5	9	4	...
Franklin																		
Hancock													2	1	2	1	2	...
Lawrence			1	1						2	1			2	3	2		...
Lincoln		1							2	1				1	5	...	1	...
Lyman															2	2	1	...
Mayhew	2	2	1	...	1	1		2	3	1	1							
Phillips	1	1	2	4	...	4	1			4	1							
Quincy								1	3	6								
Wells														2	2	1	3	1
Winthrop														1	1	7	5	2
	4	7	7	9	4	8	1	8	26	34	10	3	2	12	25	32	28	7

TEACHERS.

Tables showing the number of teachers of each sex in the different grades of schools, July 31, 1863:—

Regular Teachers.

SCHOOLS.	Males.	Females.	Total.
Latin.....	7	....	7
English High School	5	....	5
Girls' High and Normal	1	11	12
Grammar Schools	42	238	280
Primary Schools .....	....	254	254
	55	503	558

Special Teachers.

SCHOOLS.	Males.	Females.	Total.
Drawing: English High and Girls' High and Normal.....	1	....	1
French: Latin School	1	....	1
French: Girls' High and Normal.....	1	....	1
German: Girls' High and Normal	1	....	1
Music: Girls' High and Normal.....	1	....	1
Music: Grammar Schools.....	3	....	3
Sewing: Grammar Schools.....	....	12	12
	8	12	20

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, February, 1863.

SCHOOLS.	No. Admitted.	No. Left.	Average No. belonging.			Average attendance.	Absence.	Per cent attendance.	Between 7 and 15.	Over Fifteen.	Masters.	Sub-Masters.	Ushers.	Fem. Assistants.
			Boys.	Girls.	Total.									
Latin . . .	103	100	262	....	262	244	17	93	161	98	1	1	5	....
English High	103	21	173	....	173	167	7	96	32	142	1	2	2	....
Girls' High	153	92	....	338	338	329	10	97	11	317	1	....	....	11
Totals . .	359	123	435	338	773	740	34	95 av.	234	557	3	3	7	11

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, August, 1863.

SCHOOLS.	Admitted.	Discharged.	Average whole number.			Average attendance.	Average absence.	Per cent attendance.	Masters.	S. Masters.	Ushers.	Female Assistants.
			Boys	Girls	Total							
Latin	10	35	243	....	243	220	27	89	1	1	5	....
English High . . . . .	.....	28	151	....	151	144	7	95	1	2	2	....
Girls' High and Normal	3	42	....	299	299	289	10	96	1	....	....	11
Totals	13	105	394	299	693	653	44	92 av.	3	3	7	11

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, February, 1863.

SCHOOLS.	Admitted.	Discharged.	Average whole number belonging.			Average attendance.	Average absence.	Per cent of attendance.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
			Boys.	Girls.	Total.							
Adams	178	177	313	236	549	527	22	96	1	1	..	11
Bigelow	321	264	410	358	768	712	57	93	1	1	..	14
Bowditch	89	80	.....	821	821	763	59	93	1	..	..	16
Bowdoin	40	35	.....	542	542	499	41	92	1	..	..	10
Boylston	176	200	527	.....	527	507	21	96	1	1	1	8
Brimmer	212	161	639	.....	639	607	32	95	1	1	1	11
Chapman	249	175	419	363	782	722	60	92	1	1	..	15
Dwight	255	245	650	.....	650	612	38	94	1	1	1	9
Eliot	257	276	661	.....	661	640	21	97	1	1	1	11
Everett	359	277	.....	607	607	578	28	93	1	..	..	12
Franklin	437	380	.....	697	697	626	73	90	1	..	..	14
Hancock	287	286	.....	840	840	790	50	94	1	1	..	15
Lawrence	390	375	502	259	761	750	10	98	1	1	..	14
Lincoln	194	208	312	306	618	562	55	90	1	1	..	10
Lyman	213	217	252	155	407	390	18	95	1	1	..	8
Mayhew	230	238	518	.....	518	489	30	94	1	1	1	9
Phillips	104	102	540	.....	540	500	48	91	1	1	1	8
Quincy	321	315	816	.....	815	767	48	94	1	1	1	13
Wells	232	164	.....	524	524	481	43	92	1	..	..	10
Winthrop	376	325	.....	858	858	770	87	89	1	..	..	19
Totals ..	4,920	4,500	6,559	6,566	13,124	12,292	841	93	20	14	7	237

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, August, 1863.

SCHOOLS.	Admitted.	Discharged.	Average whole number belonging.			Average attendance.	Average absence.	Per cent of attendance.	Masters.	Sub-Masters.	Ushers.	Female Assistants.
			Boys.	Girls.	Total.							
Adams	150	174	306	248	554	531	23	96	1	1	..	11
Bigelow	165	198	418	365	783	722	61	92	1	1	..	15
Bowditch	317	361	.....	889	889	806	82	91	1	..	..	18
Bowdoin	158	206	.....	563	563	520	42	92	1	..	..	11
Boylston	133	124	553	.....	553	529	24	95	1	1	1	8
Brimmer	219	263	671	.....	671	634	36	94	1	1	1	11
Chapman	255	282	439	380	819	764	55	93	1	1	1	15
Dwight	150	164	672	.....	672	641	30	95	1	1	1	11
Eliot	203	193	694	.....	694	670	24	97	1	1	1	12
Everett	206	234	.....	610	610	573	37	93	1	..	..	13
Franklin	302	369	.....	704	704	620	83	88	1	..	..	15
Hancock	208	213	.....	856	856	799	57	93	1	1	..	14
Lawrence	303	291	515	286	801	785	16	98	1	1	..	15
Lincoln	137	118	329	321	650	574	76	88	1	1	..	12
Lyman	167	173	258	165	423	401	22	94	1	1	..	8
Mayhew	132	178	510	.....	510	476	34	93	1	1	1	9
Phillips	95	105	565	.....	565	504	58	90	1	1	1	9
Quincy	249	274	849	.....	849	792	56	93	1	1	1	14
Wells	143	153	.....	532	532	481	51	90	1	..	..	11
Winthrop	229	266	.....	873	873	765	108	87	1	..	..	18
Totals ..	3,921	4,339	6,779	6,792	13,571	12,587	975	92.6	20	14	8	250

GRAMMAR SCHOOLS.

Table showing the cost of tuition in each school, and the cost per scholar, for the year 1862-63 : —

DISTRICTS.	Average Attendance.	Number of Teachers.	Number of Pupils to a Teacher.	Cost of Tuition for each School.	Cost of Tuition per Pupil.
Adams.....	529	13	41	\$ 8,105 90	\$ 15 32
Bigelow.....	717	17	42	9,102 94	12 69
Bowditch.....	785	18	43	8,331 20	10 61
Bowdoin.....	509	12	42	6,668 80	13 10
Boylston.....	518	11	47	7,376 46	14 24
Brimmer.....	620	14	44	9,171 98	14 79
Chapman.....	743	18	41	9,676 10	13 02
Dwight.....	626	13	48	8,539 55	13 64
Eliot.....	655	15	44	9,282 08	14 17
Everett.....	575	14	41	6,684 21	11 62
Franklin.....	623	16	39	7,845 02	12 59
Hancock.....	794	16	50	9,579 96	12 05
Lawrence.....	767	17	45	9,482 52	12 36
Lincoln.....	568	13	44	8,094 74	14 25
Lyman.....	395	10	40	6,974 59	17 66
Mayhew.....	482	12	40	7,772 26	16 12
Phillips.....	502	12	42	8,687 50	17 30
Quincy.....	779	17	45	10,633 50	13 65
Wells.....	481	12	40	6,687 50	13 90
Winthrop.....	767	19	40	9,898 77	12 90

GRAMMAR SCHOOLS.

Table showing the number in each class, the number over fifteen years of age, and the whole number in each school, February, 1863:—

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Between 7 and 15.	Over Fifteen.	Total.
Adams	95	111	139	193	497	41	538
Bigelow . . .	116	160	224	266	712	54	766
Bowditch . .	117	239	237	198	772	19	791
Bowdoin . . .	159	96	139	145	450	91	541
Boylston . .	107	124	125	153	501	8	509
Brimmer . . .	95	151	199	188	608	25	633
Chapman . . .	109	200	218	255	713	69	782
Dwight	96	109	205	232	603	39	642
Eliot	102	108	210	222	626	16	642
Everett	97	111	155	228	520	71	591
Franklin . . .	110	145	224	216	613	82	695
Hancock . . .	149	221	184	255	771	38	809
Lawrence . . .	106	152	214	277	696	53	749
Lincoln	105	100	164	241	554	56	610
Lyman	51	99	123	126	372	27	399
Mayhew	88	109	168	146	473	38	511
Phillips	90	112	110	228	476	64	540
Quincy	92	151	173	379	768	28	796
Wells	133	115	102	167	467	49	516
Winthrop . . .	165	207	255	224	711	140	851
Totals	2,182	2,820	3,568	4,339	11,903	1,008	12,911

GRAMMAR SCHOOLS.

Table showing the number in each class, the number over fifteen years of age, and the whole number in each Grammar School, July 31, 1863: —

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Between 8 and 15.	Over Fifteen.	Whole No. July 22.
Adams.....	80	93	147	194	470	44	514
Bigelow....	90	135	247	261	690	43	347
Bowditch...	96	184	207	316	781	22	803
Bowdoin....	119	74	151	152	417	79	496
Boylston ...	74	103	114	227	512	6	518
Brimmer ...	76	125	198	199	578	20	598
Chapman...	89	200	217	250	689	67	756
Dwight	85	92	199	252	584	44	628
Eliot.	83	118	188	263	627	25	652
Everett.....	85	102	183	193	466	97	563
Franklin ...	81	161	180	206	560	68	628
Hancock ...	155	219	214	216	759	45	804
Lawrence...	83	113	210	353	715	44	759
Lincoln	87	155	172	214	570	48	618
Lyman.....	45	89	116	141	364	27	391
Mayhew....	67	83	130	185	438	27	465
Phillips	97	148	95	187	520	7	527
Quincy.....	76	123	230	341	738	32	770
Wells.....	109	100	137	161	471	36	507
Winthrop...	144	202	250	218	700	114	814
Totals....	1,821	2,619	3,585	4,529	11,649	875	12,544

GRAMMAR SCHOOLS.

Table showing the number of seats in the buildings, (exclusive of the settees in halls,) the number of pupils belonging, December 1, 1863, the number of non-resident pupils, the number residing in other school sections, and the number accommodated in branch schools.

Schools.	No. seats in the building.	No. pupils belonging Dec. 1, 1863.	No. non-resident pupils.	Pupils residing in other Districts.	No. accommodated in Br. Schools.
Adams	875	549	1	11	..
Bigelow	798	750	..	24	52
Bowditch	802	861	..	10	95
Bowdoin	629	576	2	16	..
Boylston	696	533	..	..	..
Brimmer	715	707	3	19	..
Chapman	592	851	..	2	281
Dwight	768	690	24	97	..
Eliot	777	654	..	..	..
Everett	772	652	25	8	..
Franklin	795	713	3	54	..
Hancock	672	844	1	6	..
Lawrence	791	799	..	10	51
Lincoln	784	614	5	3	..
Lyman	351	411	4	29	106
Mayhew	578	508	8	20	..
Phillips	784	565	..	7	..
Quincy	784	877	..	23	152
Wells	472	534	4	29	56
Winthrop	876	878	..	45	98
Totals	14,311	13,566	80	413	891

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, February, 1863.

DISTRICTS.	Schools and Teachers.	Average whole number.			Average attendance.	Average absence.	Per cent attendance.	Between 5 & 8 years.	Over 8 years.	Whole number Feb. 28, 1863.
		Boys.	Girls.	Total.						
Adams.....	9	264	188	451	412	42	89	278	195	473
Bigelow	13	406	288	694	573	116	82	500	233	733
Bowditch	10	241	285	531	491	38	91	308	222	530
Bowdoin.....	11	242	283	526	444	75	84	370	135	505
Boylston.....	14	428	352	787	703	75	89	660	146	806
Brimmer	16	436	425	864	758	104	87	574	314	888
Chapman	17	372	307	686	612	62	88	487	204	691
Dwight	6	167	152	327	286	36	87	252	82	334
Eliot	16	474	408	887	797	85	89	613	297	910
Everett	9	280	242	527	446	76	85	349	175	524
Franklin.....	16	459	418	880	747	126	84	586	333	919
Hancock.....	17	478	457	937	843	84	89	615	329	944
Lawrence	17	579	264	845	743	94	87	575	272	847
Lincoln.....	9	279	225	505	429	74	84	366	128	494
Lyman	9	330	157	490	443	43	89	359	136	495
Mayhew	11	363	211	572	491	80	85	344	234	578
Phillips.....	9	263	156	422	361	55	85	241	203	444
Quincy	18	456	435	896	782	109	86	477	441	918
Wells	11	307	308	616	558	56	90	453	172	625
Winthrop	14	337	291	632	565	64	88	432	218	650
Totals....	252	7,161	5,852	13,075	11,484	1,494	86.9 av.	8,839	4,469	13,308

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, August, 1863.

DISTRICTS.	Schools and Teachers.	Average whole number.			Average attendance.	Average absence.	Per cent attendance.	Between 5 and 8 years.	Over 8 years.	Whole number July 31, 1863.
		Boys.	Girls.	Total.						
Adams.....	9	269	164	437	395	36	89	270	179	449
Bigelow	14	467	322	791	671	116	84	624	202	826
Bowditch.....	12	288	335	626	562	54	89	473	160	633
Bowdoin.....	11	229	259	489	429	60	88	341	152	493
Boylston.....	12	374	292	668	607	59	90	466	198	664
Brimmer.....	16	423	395	825	725	94	87	555	290	845
Chapman.....	17	374	313	693	614	51	90*	557	191	748
Dwight	6	167	146	312	272	36	87	220	89	309
Eliot.....	17	483	417	902	804	93	87	636	265	901
Everett.....	9	272	223	499	431	64	86	337	203	540
Franklin.....	16	448	397	849	720	124	84	555	307	862
Hancock.....	18	479	485	965	858	96	88	657	330	987
Lawrence	16	563	253	823	735	83	88	647	246	893
Lincoln.....	9	287	230	520	455	62	86	431	142	573
Lyman.....	9	341	137	481	435	43	90	376	123	499
Mayhew.....	11	321	205	528	459	67	86	338	194	532
Phillips.....	9	266	140	405	342	62	84	223	179	402
Quincy.....	17	417	395	814	721	88	88	497	335	832
Wells.....	11	290	303	593	545	50	91	446	141	587
Winthrop.....	15	371	293	647	580	61	89	450	218	668
Totals.....	254	7,129	5,704	12,867	11,340	1,399	87.5	9,099	4,404	13,243

PRIMARY SCHOOLS.

The following table shows the extent to which the classification has been carried in each district: —

DISTRICTS.	SCHOOLS HAVING						
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.	Totals.
Adams	2	4	1	2	..	..	9
Bigelow	9	4	..	1	..	..	14
Bowditch	7	2	..	..	..	3	12
Bowdoin.....	3	7	1	..	..	..	11
Boylston.....	4	5	..	..	..	3	12
Brimmer	6	7	..	..	..	3	16
Chapman	4	8	3	1	..	1	17
Dwight	6	..	..	..	..	..	6
Eliot	8	5	2	..	1	1	17
Everett	9	..	..	..	..	..	9
Franklin	12	3	..	..	..	1	16
Hancock.....	..	10	4	2	..	2	18
Lawrence.....	15	..	1	..	..	..	16
Lincoln.....	4	3	1	..	1	..	9
Lyman	8	..	..	1	..	..	9
Mayhew	1	8	2	..	..	..	11
Phillips.....	..	6	1	1	1	1	9
Quincy	15	2	..	..	..	..	17
Wells .....	..	10	..	..	..	1	11
Winthrop.....	9	6	..	..	..	..	15
Totals....	122	90	15	8	3	16	254

PRIMARY SCHOOLS.

Table showing the number of Primary pupils in each district, promoted to the Grammar Schools, July, 1863.

DISTRICTS.	No. of Schools.	Admitted.		Total.	No. to a School.
		Boys.	Girls.		
Adams	9	46	14	60	6.6
Bigelow	14	50	48	88	6.2
Bowditch	12	41	54	95	7.9
Bowdoin.....	11	28	29	57	5.1
Boylston.....	12	40	28	68	5.6
Brimmer.....	16	62	61	123	7.6
Chapman	17	81	52	133	7.8
Dwight	6	29	27	56	9.3
Eliot	20	75	49	124	6.2
Everett.....	9	44	26	70	7.7
Franklin.....	16	84	66	150	9.3
Hancock.....	15	37	50	87	5.8
Lawrence.....	16	45	38	83	5.1
Lincoln.....	9	36	27	63	7.0
Lyman	9	32	8	40	4.4
Mayhew	11	63	33	96	8.7
Phillips.....	9	35	20	55	6.1
Quincy	17	60	62	122	7.1
Wells	11	33	44	77	7.0
Winthrop.....	15	56	27	83	5.5
Totals.....	254	977	753	1,730	6.8 av.

PRIMARY SCHOOLS.

Table showing the number in each class, by districts, February, 1863 : —

DISTRICTS.	1st Class.	2d Class.	3d Class.	4th Class.	5th Class.	6th Class.	Totals.
Adams.....	100	60	64	52	100	96	472
Bigelow....	85	116	103	98	104	227	733
Bowditch...	103	79	115	93	27	91	508
Bowdoin...	61	80	73	80	86	131	511
Boylston...	85	81	95	78	259	208	806
Brimmer...	124	128	122	138	147	227	886
Chapman...	120	113	139	83	105	131	691
Dwight.....	47	58	55	62	52	60	334
Eliot	136	154	130	131	155	186	892
Everett.....	51	59	61	115	102	138	526
Franklin...	127	153	149	149	166	175	919
Hancock...	130	149	118	157	168	232	954
Lawrence ..	149	149	160	83	97	212	850
Lincoln....	73	51	42	62	95	171	494
Lyman.....	51	53	18	114	125	144	505
Mayhew....	86	122	99	98	96	85	586
Phillips....	84	94	80	55	67	54	434
Quincy.....	177	154	126	116	136	199	908
Wells.....	83	88	97	134	97	122	621
Winthrop..	74	79	119	53	105	220	650
Totals...	1,946	2,020	1,965	1,951	2,289	3,109	13,280

PRIMARY SCHOOLS.

Table showing the number in each class, by districts, July, 1863.

DISTRICTS.	1st Class.	2d Class.	3d Class.	4th Class.	5th Class.	6th Class.	Totals.
Adams.	86	58	55	70	67	110	446
Bigelow....	174	119	98	105	86	244	826
Bowditch...	103	90	110	97	70	163	633
Bowdoin...	64	73	76	69	99	112	493
Boylston...	81	74	84	79	235	114	667
Brimmer...	122	112	125	129	136	222	846
Chapman...	132	99	123	105	113	176	748
Dwight	40	44	52	56	52	62	306
Eliot.....	121	146	139	127	155	213	901
Everett	55	52	61	113	106	153	540
Franklin...	133	136	120	143	152	175	859
Hancock...	112	131	120	157	181	273	974
Lawrence ..	131	170	122	115	82	273	893
Lincoln....	70	54	67	73	91	217	372
Lyman.....	45	47	58	61	123	167	501
Mayhew ...	111	78	80	94	79	88	530
Phillips....	73	80	65	86	70	26	400
Quincy.....	163	108	108	69	161	223	832
Wells	87	97	89	90	104	120	587
Winthrop ..	87	94	112	82	91	172	638
Totals...	1,990	1,862	1,864	1,920	2,253	3,303	13,192

The following table shows the reported number of persons in the city between the ages of five and fifteen, for eight years, and also the proportion of the State School Fund which has been paid into the city treasury each year.

YEARS.	Persons between 5 and 15 years of age.	Proportion of Income from School Fund.
1856.....	28,879	\$ 5,392 16
1857.....	29,456	5,915 58
1858.....	28,790	6,136 79
1859.....	28,909	6,185 76
1860.....	32,641	6,045 90
1861.....	31,678	5,926 35
1862.....	32,929	6,364 99
1863.....	32,147	6,430 63

The following table shows the average whole number, the average attendance, and the per cent of attendance, of the public schools of all grades, for eight years, ending July 31, 1863.

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	23,768	20,106	84.2
1856-57.....	24,274	20,856	85.9
1857-58.....	24,988	21,389	89.1
1858-59.....	25,484	22,045	86.1
1859-60.....	25,315	22,304	88.1
1860-61.....	26,488	24,152	91.1
1861-62.....	27,081	24,544	90.6
1862-63.....	27,051	24,516	90.6

The following table shows the aggregate of the average whole number and attendance of the pupils of the High Schools, for eight years, ending July 31, 1863 :—

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	517	493	95.3
1856-57.....	502	475	94.6
1857-58.....	519	492	94.8
1858-59.....	559	528	94.4
1859-60.....	630	608	96.5
1860-61.....	667	635	95.2
1861-62.....	755	725	96.0
1862-63.....	733	696	94.9

The following table shows the aggregate of the average whole number and attendance of the Grammar Schools, for eight years, ending July 31, 1863 :—

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	10,671	9,571	90
1856-57.....	11,120	10,108	90.9
1857-58.....	11,635	10,785	92.7
1858-59.....	11,788	10,613	90
1859-60.....	11,608	10,804	93
1860-61.....	12,495	11,692	93.6
1861-62.....	13,064	12,264	93.9
1862-63.....	13,347	12,439	93.1

The following table shows the aggregate of the average whole number and attendance of the pupils of the Primary Schools, for eight years, ending July 31, 1863:—

YEARS.	Average Whole number.	Average Attendance.	Per cent.
1855-56.....	12,580	10,042	79.8
1856-57.....	12,652	10,273	81.8
1857-58.....	12,834	10,612	82.6
1858-59.....	13,137	10,904	82.9
1859-60.....	13,077	10,892	83.6
1860-61.....	13,326	11,825	88.7
1861-62.....	13,262	11,556	87.1
1862-63.....	12,971	11,412	89.4

The following table shows the number of Primary Schools, the average number, and the average attendance to a school, for eight years, ending July 31, 1863:—

YEARS.	Schools and Teachers.	Average No. to a School.	Aver. attendance to a School.
1855-56.....	211	59	47
1856-57.....	213	59	48
1857-58.....	216	59	49
1858-59.....	221	59	49
1859-60.....	223	56	47
1860-61.....	250	53	47
1861-62.....	250	53	46
1862-63.....	254	51	45

EXPENDITURES.

NET ANNUAL EXPENDITURES for the public schools of Boston, for the last ten financial years, ending 30th April in each year, exclusive of the cost of the schoolhouses; also the average whole number of scholars for the school year ending July 31:—

Financial Year.	No. of Scholars.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total rate per Scholar.
1853-54	22,528	\$ 192,704 05	8.55	\$ 57,960 46	2.57	11.12
1854-55	23,439	222,970 41	9.51	62,350 50	2.66	12.17
1855-56	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59	25,453	268,668 27	10.56	86,098 21	3.38	13.87
1859-60	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63	27,051	310,632 43	11.50	115,641 97	4.27	15.77
	250,080	\$2,567,877 96	10.27	\$863,994 70	3.45	13.72

EXPENDITURES.

The following table shows the total net expenses of the City for education, for ten years, from May 1, 1853, to April 30, 1863, inclusive :—

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of Schoolhouses.	Total Expenditures.
1853-54	\$ 192,704 05	\$ 57,960 46	\$ 22,587 24	\$ 273,251 75
1854-55	222,970 41	62,350 50	103,814 73	389,135 64
1855-56	224,026 22	67,380 06	149,632 80	441,139 08
1856-57	225,730 57	72,037 71	51,299 26	349,067 54
1857-58	258,445 34	86,849 27	225,000 00	345,519 61
1858-59	268,668 27	86,098 21	105,186 42	459,952 90
1859-60	277,683 46	95,985 15	144,202 67	517,871 28
1860-61	286,835 93	111,446 31	230,267 04	628,549 28
1861-62	300,181 28	108,245 06	166,141 50	574,567 84
1862-63	310,632 43	115,641 97	107,812 74	534,087 14
	\$2,567,877 96	\$ 863,994 70	\$ 1,081,269 40	\$ 4,513,142 06

GRAMMAR SCHOOLS.

SCHOOLS.	Where located.	Instituted	House Erected.	No. of Rooms.	No. of Seats.	Seats in Hall.	Cost of building and land.	Yearly salaries paid Teachers.	Largest attendance.	Cost tuition per scholar.
Adams	Summer Street, East Boston.....	1856	1856	19	1144	350	\$ 64,128 37	\$ 8,010 14	600	\$ 00 00
Bigelow.....	Fourth Street, South Boston.....	1850	1849	12	750	600	42,612 17	8,831 37	785	11 40
Bowditch.....	South Street.....	1862	1861	14	784	450	90,571 47	8,533 53	915	10 02
Bowdoin	Myrtle Street.....	1821	1848	18	609	126	45,000 00	6,744 23	574	12 24
Boylston	Fort Hill.....	1819	1832	12	774	500	40,000 00	7,377 22	547	13 69
Brimmer.....	Common Street.....	1844	1843	15	733	200	39,770 58	9,128 00	708	13 94
Chapman	Eutaw Street, East Boston.....	1849	1846	11	600	500	29,500 00	9,780 86	849	12 24
Dwight.....	Springfield Street.....	1844	1856	14	852	400	62,200 00	8,617 92	693	13 06
Eliot.....	North Bennet Street.....	1713	1859	14	784	490	60,000 00	9,120 89	761	13 45
Everett.....	Northampton Street.....	1860	1860	14	784	450	80,198 86	6,609 62	634	10 87
Franklin.....	Ringgold Street.....	1785	1868	15	879	400	60,000 00	7,884 39		
Hancock.....	Richmond Place.....	1822	1847	12	672	700	69,175 15	9,288 76	921	10 97
Lawrence.....	B Street, South Boston.....	1842	1856	14	875	600	59,617 41	9,432 30	854	12 12
Lincoln	Broadway, South Boston.....	1859	1859	14	797	375	59,393 82	8,020 69	601	12 73
Lyman.....	Meridian Street, East Boston....	1837	1846	6	358	170	13,596 27	6,824 59	431	16 48
Mayhew.....	Hawkins Street.....	1803	1817	11	660	168	35,792 59	7,873 57	560	15 32
Phillips.....	Southac Street.....	1844	1861	14	784	450	75,326 17	8,700 00	553	15 08
Quincy.....	Tyler Street.....	1847	1859	12	784	490	60,000 00	10,089 46	932	12 86
Wells.....	Blossom Street.....	1833	1833	6	484	...	55,000 00	6,062 29	530	11 48
Winthrop.....	Tremont Street.....	1836	1855	15	930	500	70,000 00	9,674 59	897	11 18

LIST OF SCHOOL COMMITTEE.

SCHOOL COMMITTEE.

- Abbot, Samuel L., 1853.
Adams, Colman S., 1855.
Adams, Nehemiah, 1844, 1846, 1847,
Adams, Zabdiel B., 1827, 1828, 1829, 1830, 1836, 1840, 1841, 1842,
1851, 1852, 1853, 1854.
Adan, John R., President of the Common Council, 1826, 1827, 1828.
Alger, Francis, 1851, 1852.
Allen, C. J. F., 1839.
Allen Samuel C., 1846.
Allen, Thaddeus, 1855, 1857, 1858, 1859.
Alley, John B., 1856, 1857, 1858, 1859, 1860, 1861, 1862.
Ames, Seth C., 1860, 1861, 1862, 1863.
Ammidown, Edward H., 1857, 1859, 1860, 1861.
Andrews, William T., 1838.
Armstrong, Samuel T., Mayor, 1836.
Baker, William W., 1855, 1856, 1857.
Ball, Joshua D., President of the Common Council, 1862.
Ballou, Hosea, 1824, 1825.
Banvard, Joseph, 1849.
Barnard, Charles F., 1838.
Barnes, James H., 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847,
1848.
Barrett, Samuel, 1826, 1827, 1828, 1829, 1830, 1835, 1836, 1837.
Barry, Charles C., 1846, 1847.
Bartlett, George, 1836, 1859, 1860, 1861.
Bartlett, Sidney, 1845.
Bassett, Elisha, 1860, 1861, 1863.

- Bassett, Francis, 1822, 1823, 1824, 1825.
Bates, Benjamin E., 1848, 1849.
Bates, Joseph L., 1856, 1857, 1858, 1861.
Bates, Samuel W., 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858,
1860, 1861, 1862.
Bean, Horace, 1822, 1823, 1824, 1825, 1826.
Bean, Nicholas J., 1859.
Beck, William, 1856, 1857, 1858.
Beecher, Edward, 1849, 1850, 1851, 1852.
Beeching, Richard, 1860.
Betton, Ninian C., 1846, 1847, 1848, 1850.
Bigelow, Andrew, 1849, 1850.
Bigelow, Erastus B., 1860, 1861.
Bigelow, Jacob, 1827.
Bigelow, John P., President of the Common Council, 1832, 1833,
Mayor, 1849, 1850, 1851.
Bigelow, Timothy, 1855.
Blagden, George W., 1833, 1848, 1855.
Blaisdale, Silas, 1826.
Blake, Edward, President of the Common Council, 1841, 1842, 1843.
Blake, John L., 1827, 1828, 1829, 1834, 1835.
Boies, Artemas, 1840.
Bolles, John A., 1840.
Bosworth, George W., 1847, 1848, 1849, 1850.
Bourne, George W., 1850.
Bowdoin, James, 1827, 1828.
Bradbury, Samuel A., 1855, 1856, 1857.
Bradford, Alden, 1825, 1826, 1827, 1828.
Bradlee, J. Putnam, President of the Common Council, 1860.
Bradley, Joseph H., President of the Common Council, 1861.
Brainard, Edward H., 1863.
Brewer, Thomas M., 1844, 1845, 1847, 1848, 1856, 1857, 1858, 1859,
1860, 1861, 1862, 1863.
Brewster, Augustus O., 1855.
Briggs, Edwin, 1862, 1863.
Brigham, William, 1845.
Brimmer, Martin, Mayor, 1843, 1844.
Brinley, Francis, President of the Common Council, 1850, 1851.

- Brooks, Charles, 1846, 1847, 1848, 1849.
Brown, Francis, 1862, 1863.
Buck, Ephraim, 1855, 1856, 1857.
Burnham, Choate, 1859, 1860, 1861, 1863.
Burroughs, Henry, Jr., 1857, 1858, 1859, 1860, 1861, 1862, 1863.
Butts, Isaac R., 1840.
Cabot, Samuel, Jr., 1850.
Calkins, Charles W., 1855.
Capen, Lemuel, 1841, 1844.
Cass, Thomas, 1861, 1862.
Chandler, Peleg W., President of the Common Council, 1844, 1845.
Chandler, Thomas H., 1853, 1858, 1859, 1860.
Chapman, Jonathan, Mayor, 1840, 1841, 1842.
Child, David L., 1833.
Church, Pharcellus, 1851.
Clapp, Elisha, 1822, 1823, 1824.
Clark, Benjamin C., 1832.
Clark, Henry G., 1841, 1842, 1843, 1845, 1846.
Clark, John, 1833.
Clark, Rufus W., 1855, 1856.
Clark, Thomas M., 1840.
Clarke, Edward H., 1852, 1853.
Clarke, Manlius S., 1847.
Coale, William Edward, 1859, 1861, 1862, 1863.
Cobb, Samuel T., 1859, 1860, 1861, 1862, 1863.
Codman, Charles R., 1862.
Codman, John, 1848, 1849, 1855, 1856, 1857, 1858, 1859.
Coit, Daniel T., 1846.
Conolly, Horace L., 1837, 1838.
Cook, Charles Edward, 1863.
Cook, Theodore D., 1846, 1847.
Cooke, Edward, 1853.
Coolidge, Algernon, 1859.
Coolidge, J. I. T., 1845, 1847, 1848, 1851, 1855, 1856, 1857.
Cornell, William M., 1855, 1856, 1857.
Cox, Gershom F., 1854.
Croswell, William, 1832, 1833, 1839.
Cruft, Samuel B., 1848, 1857, 1858, 1859.

- Cudworth, Warren H., 1855, 1856, 1857, 1858, 1859.
Cunningham, Ephraim W., 1838.
Curtis, Charles P., 1832.
Curtis, George T., 1846, 1847.
Dadmun, John W., 1860, 1861.
Dale, William J., 1843, 1844, 1845.
Dall, William, 1822, 1823, 1824.
Damon, Calvin, 1855.
Dana, Charles F., 1861, 1862, 1863.
Davis, J. Amory, 1855.
Davis, John B., 1826, 1830.
Davis, Thomas A., Mayor, 1845.
Davis, Thomas K., 1837, 1838.
Dawes, Thomas, 1856, 1857, 1858, 1859, 1860, 1861.
Day, Albert, 1855, 1856, 1857, 1858.
Dean, Paul, 1823, 1824, 1825.
Dean, William W., 1857, 1858, 1859.
Dearborn, Edmund B., 1857, 1858, 1859.
Deblois, Stephen G., 1863.
Demond, Thomas D., 1863.
Dennett, George William, 1858, 1859, 1860.
Dennie, James, 1860, 1861, 1862, 1863.
Derby, E. Haskett, 1852.
Dexter, Henry M., 1853.
Dickinson, William, 1858.
Dodd, Horace, 1863.
Drake, Henry A., 1854, 1855, 1856, 1857, 1858.
Drew, Elijah C., 1858, 1859, 1860, 1861, 1862, 1863.
Drew, Joseph L., 1858, 1859, 1860, 1861, 1862, 1863.
Duncan, John, 1859, 1860, 1861, 1862, 1863.
Dupee, Horace, 1849.
Dutton, Warren, 1822, 1823.
Dyer, Henry, 1840, 1841, 1842.
Dyer, Micah, Jr., 1857, 1858, 1859.
Dyer, William, 1834.
Eastman, Edmund T., 1863.
Eaton, Charles O., 1860, 1861, 1862.
Eaton, Asa, 1822, 1823, 1824, 1825, 1826, 1827, 1828.

- Eaton, George, 1851, 1852, 1853, 1856, 1857.
Eddy, Daniel C., 1860, 1861, 1862.
Edmands, Thomas, 1829.
Eliot, Samuel A., 1833. Mayor, 1837, 1838, 1839.
Ellis, Rufus, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862.
Emerson, Frederick, 1834, 1836, 1837, 1838, 1839, 1840, 1841, 1842,
1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852,
1853, 1855, 1856, 1857.
Emerson, George B., 1847, 1848.
Emerson, Ralph W., 1830, 1831.
Emery, Stephen L., 1863.
Eveleth, Joseph, 1835, 1836, 1838.
Fabyan, George, 1855, 1856, 1857, 1858, 1859, 1860.
Fairbanks, Stephen, 1833, 1834, 1835.
Farley, N. Webster, 1855, 1856.
Farnsworth, Amos, 1828, 1829.
Felt, Joseph B., 1850, 1851, 1852.
Fessenden, Benjamin, 1861, 1862, 1863.
Field, Justin, 1834, 1835, 1837.
Field, Walbridge A., 1863.
Fitch, Jeremiah, 1834.
Fiske, John M., 1836.
Flint, John, 1838, 1839.
Fogg, John S. H., 1854.
Foster, William H., 1851, 1852.
Fowle, Henry, 1839.
Fowle, William B., 1828.
Fox, James A., 1855, 1856, 1857.
French, George P., 1857, 1858, 1859, 1861.
Frothingham, Isaac H., 1841.
Fuller, Arthur B., 1854.
Gannett, Ezra S., 1828, 1829, 1830, 1831, 1861, 1862, 1863.
Gardner, Henry J., President of the Common Council, 1852, 1853.
Gay, George, 1836.
Gay, Martin, 1836.
Geyer, Andrew, 1843, 1844.
Goodrich, Henry, 1831.
Gordon, Charles, 1840, 1841, 1842, 1843, 1844, 1845, 1858.

- Gordon, John, 1836.
Gordon, Solomon J., 1855, 1856.
Gould, Augustus A., 1855, 1856, 1861, 1862, 1863.
Gould, Benjamin A., 1832, 1833, 1842.
Gould, Benjamin T., 1862, 1863.
Graves, Hiram A., 1845, 1846.
Greely, Samuel, 1850.
Green, Samuel A., 1860, 1861, 1862.
Greene, Moses C., 1846, 1847, 1853, 1858, 1859, 1860, 1861.
Griffin, Martin, 1862, 1863.
Grigg, William, 1833, 1834, 1835.
Grosvenor, C. P., 1828.
Guild, Samuel E., 1851.
Hague, William, 1837, 1843, 1844, 1845.
Hahn, Silas B., 1851, 1852.
Hale, George S., President of the Common Council, 1863.
Hale, Nathan, 1837.
Hales, William, 1831.
Hall, Adino B., 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863.
Hall, James, 1830, 1831.
Hall, Samuel W., 1855.
Hanaford, Lyman B., 1855, 1856.
Harrington, Henry W., 1863.
Haskins, George F., 1860, 1861, 1862, 1863.
Haskins, J. Proctor, 1854, 1855, 1863.
Hatch, Henry, 1836.
Hawes, Prince, 1825, 1826.
Hayes, Jacob, 1838.
Haynes, Henry W., 1857, 1858, 1859, 1862, 1863.
Hayward, George, 1824, 1825, 1826, 1827.
Hayward, George, Jr., 1863.
Hazelton, Isaac H., 1852, 1853, 1855, 1856, 1857.
Head, George E., 1835.
Head, Joseph, Jr., 1828.
Henshaw, David, 1837.
Herrick, J. Everett, 1857.
Hill, Edwin A., 1856, 1857, 1858.
Hillard, George S., 1841, 1842, 1843, 1844. President of the Common Council, 1846, 1847.

- Hinckley, J. Wesley, 1857, 1858, 1859, 1860, 1861, 1862, 1863.
Hobbs, Alvah, 1855, 1856.
Hodges, Richard M., 1859, 1860, 1861.
Holbrook, Samuel, 1855, 1856.
Holbrook, Samuel F., 1843, 1844.
Hollis, Thomas, 1833.
Holmes, John S., 1850, 1855.
Homans, Charles D., 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863.
Homer, Samuel J. M., 1856, 1857, 1859, 1860, 1861.
Hooper, Robert W., 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863.
Howe, Samuel G., 1839, 1845.
Howe, William, 1854, 1855, 1856.
Hubbard, George, 1863.
Hubbard, Joel W., 1855.
Hubbard, William J., 1840, 1841, 1842, 1843, 1844.
Hutchinson, John B., 1847.
Jarvis, John F., 1855, 1857, 1858, 1859, 1860, 1861, 1862, 1863.
Jarvis, William P., 1839, 1841.
Jenks, Samuel H., 1848, 1849, 1850.
Jenks, William, 1822, 1823.
Keep, N. C., 1852, 1853, 1854, 1858, 1859.
Kent, Robert R., 1853.
Kidder, Frederick, 1861, 1862, 1863.
Kimball, David P., 1862, 1863.
Kimball, Otis, 1858, 1859, 1860, 1861, 1862, 1863.
King, Dexter S., 1863.
King, Thomas Starr, 1853.
Knapp, John, 1832, 1833, 1834.
Knowles, James D., 1827.
Krueger, William, A., 1859, 1860, 1861.
Lamb, Salem T., 1862, 1863.
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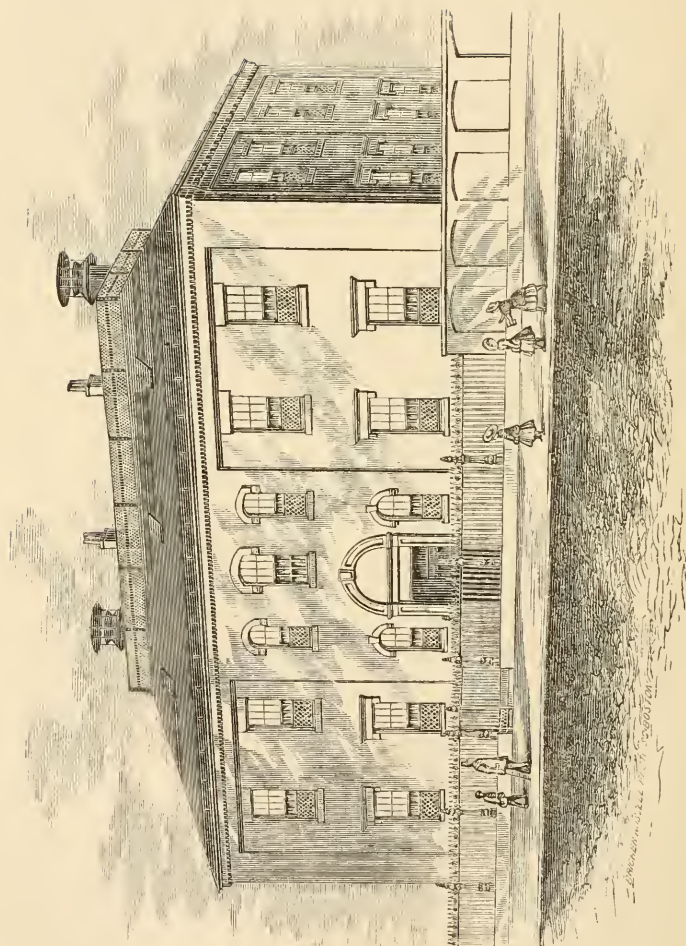
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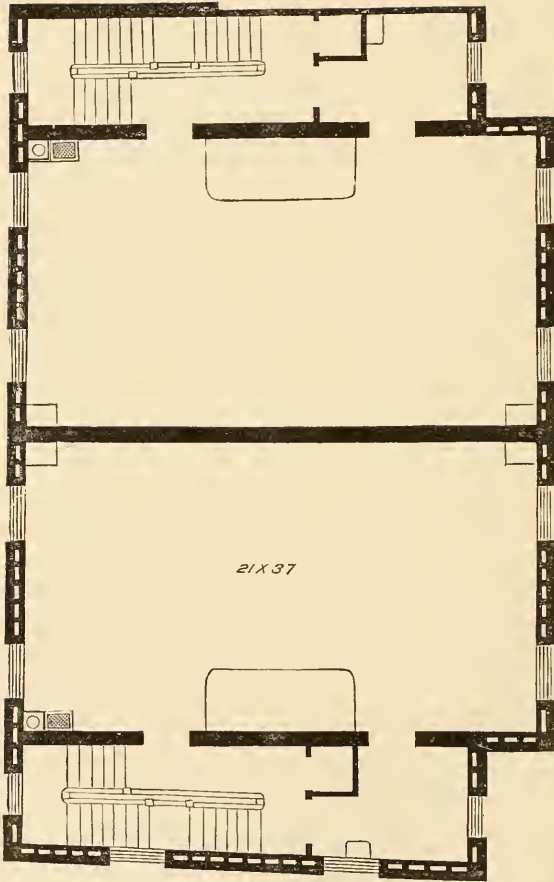
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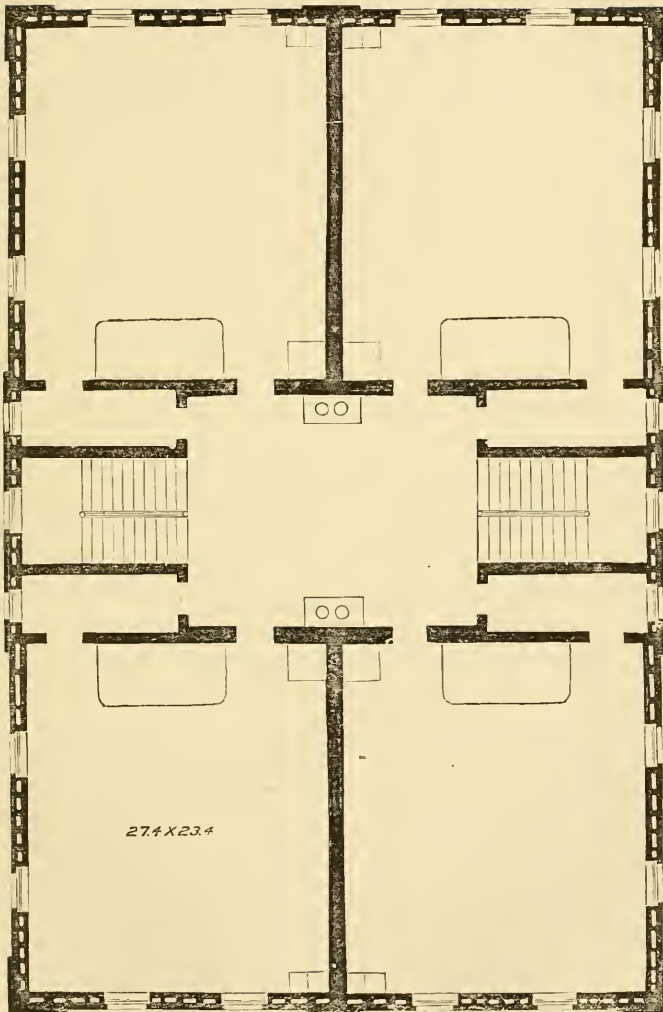
PRIMARY SCHOOLHOUSE, SUFFOLK STREET. (Cut, No. 1.)

Cut, No. 2.



PLAN OF SECOND AND THIRD STORIES OF PRIMARY SCHOOLHOUSE,
HARRISON AVENUE.

Cut, No. 3.



PLAN OF PRIMARY SCHOOLHOUSE, SUFFOLK STREET.

PLANS OF PRIMARY SCHOOLHOUSES.

The engraving, placed opposite the title-page of this document, represents a perspective view, and Cut No. 3, preceding this page, shows the arrangement of the rooms, of the new Primary Schoolhouse on Harrison Avenue. The lot, containing 5,239 square feet, cost \$15,611.00, averaging about \$2.98 per foot. The building is three stories high. On the first floor there is but one room, designed for a Ward Room, though at present occupied by a branch of the Bowditch Grammar School. The rooms on the second and third floors are alike in size and arrangement. When the lot will permit, we aim to make our Primary Schoolrooms square, or nearly so. In this case the rooms were made oblong, and the entries and stairs were somewhat compressed, to conform to the shape of the lot. But this is a substantial and convenient building, although it does not represent what we consider the standard in respect to size and proportion. The elevation would have been satisfactory, had a proper cornice been added. For this deficiency the Building Committee are responsible. Owing to a similar omission, several of our large and costly Grammar School buildings are anything but creditable to the architectural taste of the city. The building cost about \$15,000.00.

Cut No. 1 exhibits a perspective view of the Primary Schoolhouse on Suffolk Street. The lot, containing 10,922 square feet, cost \$9,283.00, and the cost of the building was \$24,431.84, making the cost of the whole estate \$35,353.84. This

building is two stories high, and contains four rooms on a floor, as shown in cut No. 2. It will be seen that the plan is very similar to that of our recent Grammar Schoolhouses. The rooms are well-proportioned and very convenient, though not quite up to the standard for size. They should be not less than twenty-eight feet square. Though this plan combines nearly all the desirable elements of a Primary Schoolhouse, it is not easy to obtain lots of sufficient size for it. What was said above respecting the architectural taste of the edifice on Harrison Avenue, applies also to this building.

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RULES OF THE SCHOOL COMMITTEE,

AND

REGULATIONS OF THE SCHOOLS.

A

SCHOOL COMMITTEE.

THE following special provisions in regard to the number of the School Committee, the manner in which they shall be chosen, their terms of service, and their powers and duties, are contained in the City Charter, from which the following Sections are copied : —

“SECT. 53. The School Committee shall consist of the Mayor of the City, the President of the Common Council, and of the persons hereinafter mentioned. A majority of the persons duly elected shall constitute a quorum for the transaction of business; and at all meetings of the Board the Mayor, if present, shall preside.

“SECT. 54. At the annual election next after the passage of this act, the qualified voters of each ward shall be called upon to give in their ballots for six inhabitants of the ward, to be members of the School Committee; and the two persons who receive the highest number of votes, or in case more than two receive an equal number of votes, the two persons who are senior by age, shall hold their office for three years from the second Monday in January next ensuing, and the next two persons who receive the highest number of votes, or who are senior by age in the contingency aforesaid, shall hold their office for two years from said date, and the two other persons shall hold their office for one year from said date; and at every subsequent annual election, two persons shall be chosen in each ward, to be members of the School Committee for the term of three years.

“SECT. 55. The persons so chosen as members of the School Committee, shall meet and organize on the second Monday of January, at such hour as the Mayor may appoint. They may choose a secretary and such subordinate officers as they may deem expedient, and shall define their duties, and fix their respective salaries.

Election of
School Com-
mittee.

Election of
School Com-
mittee.

Organization
of School Com-
mittee.

Duties of
School Com-
mittee.

"SECT. 56. The said Committee shall have the care and management of the public schools, and may elect all such instructors as they may deem proper, and remove the same whenever they consider it expedient. And generally they shall have all the powers in relation to the care and management of the public schools, which the selectmen of towns or school committees are authorized by the laws of this Commonwealth to exercise."

Elections.

"SECT. 24. The Board of Aldermen, the Common Council, and the School Committee, shall have authority to decide upon all questions relative to the qualifications, elections, and returns of their respective members."

Vacancies, &c.

The Revised Statutes, chapter 38 contain the following provisions concerning vacancies in School Committees : —

"SECTION 17. If any person elected a member of the School Committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if any member of the board declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the Board, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the Mayor and Aldermen of the city, and the two Boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

SECT. 18. If all the persons elected as members of the School Committee, after such notice of their election, refuse or neglect to accept the office, or, having accepted, afterwards decline further service, or become unable to attend to the duties of the Board, the selectmen or the Mayor and aldermen shall, after giving like public notice, proceed by ballot to elect a new Board, and the votes of a majority of the entire board of selectmen, or of the Mayor and Aldermen, shall be necessary to an election.

SECT. 19. The term of service of every member elected in pursuance of the provisions of the two preceding sections, shall end with the municipal or official year in which he is chosen; and if the vacancy which he was elected to fill was for a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the School Committee.

RULES

OF THE

BOARD OF SCHOOL COMMITTEE.

CHAPTER I.

Organization of the Board.

SECTION 1. At all meetings of the Board of School Committee, the Mayor, styled President, shall preside; in his absence, the President of the Common Council shall preside; and in the absence of both, the Mayor and President of the Common Council, a President *pro tempore* shall be chosen by ballot.

Organization of the Board.

SECT. 2. At the first meeting in each year, the Board shall elect a Secretary by ballot, and fix his salary for the ensuing year; and the President shall appoint, subject to the approval of the Board, the following Standing Committees of five members each, viz :

1. On Elections ; — 2. On Rules and Regulations ; — 3. On Accounts ; — 4. On Schoolhouses ; — 5. On Salaries ; — 6. On Text-Books ; — 7. On Music ; — 8. On Printing ; and the following, of thirteen members each, one member to be selected from each of the twelve wards of the city, viz : 1. On the Latin School ; — 2. On the English High School ; — 3. On the Girls' High and Normal School.

Standing Committees.

SECT. 3. For convenience in the management of the Grammar and Primary Schools, the city shall be divided into as many Districts as it has Grammar Schools ; each District shall take its name from the Grammar School

Districts.

District Committees.

within its boundaries ; the President shall appoint, at the first meeting of the Board in each year, and subject to its approval, a Standing Committee on each District, whose number, in each case, shall be proportionate to the number of schools in the District.

Chairmen of sub-committees.

SECT. 4. The member first named on any committee, shall be the chairman thereof; except that the Committee on the Latin School, on the English High School, on the Girls' High and Normal School, and each District Committee, shall respectively elect its own chairman.

Annual and quarterly meetings.

SECT. 5. The Board shall hold its annual meeting for the election of teachers on the second Tuesday in June, and three other stated quarterly meetings on the second Tuesday in March, September, and December, at four o'clock, P. M., at such place as the President may appoint ; and the board may hold special meetings whenever they are deemed necessary.

Quorum.

SECT. 6. For a quorum, a majority of the Board must be present ; but a less number may vote to send for absent members, and to adjourn. Whenever the Board is obliged to wait, after the hour appointed for the meeting, for a quorum to begin business, or whenever it has to suspend business and adjourn for want of a quorum, the roll shall be called and the names of the absentees recorded by the Secretary.

Vacancies in the Board.

SECT. 7. Whenever a vacancy occurs in this Board, a Committee shall be appointed, consisting of three members from the ward in which the vacancy exists, and two at large, who shall consult with the Aldermen of said ward, or with the Chairman of the Board of Aldermen, in case the ward is not represented in that branch, and report to this Board, on or before the day of election, the name of a suitable candidate to fill said vacancy.

CHAPTER II.

Powers and Duties of the President.

SECTION 1. The President shall take the chair precisely at the hour appointed for the meeting of the Board, and shall call the members to order, and, on the appearance of a quorum, he shall cause the records of the last meeting to be read, and shall proceed to business in the following order, and shall not depart from it unless authorized by a vote of the Board.

Opening of
meetings.

1. Papers from the City Council ;
2. Unfinished business of preceding meetings ;
3. Nomination and Confirmation of Teachers ;
4. Reports of Committees ;
5. Motions, Orders, Resolutions, Petitions, &c.

Order of
business.

The Nomination and Confirmation of Teachers shall be called for in the order of the districts.

SECT. 2. The President shall preserve order and decorum in the meetings ; he may speak to points of order in preference to other members, and shall decide all questions of order, subject to an appeal to the Board, on motion of any member regularly seconded, and no other business shall be in order till the question on the appeal shall have been decided.

Duties of the
President.

SECT. 3. When two or more members rise to speak at the same time, the President shall name the member who may speak first.

Same.

SECT. 4. He shall rise to address the Board, and to put a question, but may read sitting. He shall declare all votes ; but if any member doubt the vote, the President, without debate, shall require the members voting

Same.

to rise and stand until they are counted, and he shall declare the result.

Committee of
the Whole.

SECT. 5. The President shall appoint the chairman when the Board goes into Committee of the Whole; at any other time he may call any member to the chair, but such substitution shall not continue longer than one meeting. He may express his opinion on any subject under debate; but in such case, he shall leave the chair, and shall not resume it while the same question is pending; but he may state facts, and give his opinion on questions of order, without leaving his place.

Yeas and nays.

SECT. 6. The President shall take the sense of the Board by *Yeas and Nays*, whenever *one fifth* of the members present sustain a motion therefor.

Motions.

SECT. 7. All questions shall be propounded by the President in the order in which they are moved, unless the subsequent motion shall be previous in its nature; except that in naming sums and fixing times, the largest sum and the longest time shall be put first. After a motion is seconded, and stated by the President, it shall be disposed of by vote of the Board, unless the mover withdraw it before a decision or an amendment.

Motion to
adjourn.

SECT. 8. The President shall consider a motion to adjourn as always in order, except when a member has the floor, or when a question has been put and not decided; and motions to adjourn, to lay upon the table, to take from the table, and for the previous question, shall be decided without debate. Any member who moves to adjourn to a day certain, shall assign his reasons for so doing.

Previous ques-
tion.

SECT. 9. He shall put the previous question in the following form: "Shall the main question be now put?" and all debate shall be suspended until the previous question shall have been decided. The adoption of the previ-

ous question shall put an end to all debate, to bring the Board to a direct vote upon pending amendments, if any, in their regular order, and then upon the main question.

SECT. 10. Whenever in his opinion it is necessary, Call of special meetings. the President *may*, and at the written request of any five members, he *shall* call a special meeting of the Board; but no meeting of the Board shall be called on shorter notice than twenty-four hours.

SECT. 11. All Committees shall be nominated by Appointment of committees. the President, unless otherwise ordered by the Board.

CHAPTER III.

Rights and Duties of Members.

SECTION 1. When any member is about to speak in Duties of members in debate. debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President; shall confine himself to the question under debate, and avoid personality. No member in debate shall mention another by his name, but may describe him by the ward he represents, the place he sits in, or such other designation as may be intelligible and respectful.

SECT. 2. No member while speaking shall be inter- Call to order. rupted by another, but by rising to call to order, or to correct a mistake. But if any member, in speaking or otherwise, transgress the rules of the Board, the President *shall*, or any member *may*, call him to order; in which case the member so called to order shall immediately sit down, unless permitted to explain; and the Board if appealed to, shall decide on the case, but without debate.

SECT. 3. If the Board shall determine that a mem- Violation of Rules. ber has violated any of its Rules, he shall not be allowed

to speak unless by way of excuse for the same, until he shall have made satisfaction therefor.

Rules of debate.

SECT. 4. No member shall speak more than twice to the same question, without leave of the Board; nor more than once until all other members choosing to speak shall have spoken.

Motions.

SECT. 5. No motion shall be considered by the Board unless seconded. Every motion shall be submitted in writing, if the President direct, or any other member of the Board request it.

Order of motions.

SECT. 6. When a question is under debate, no motion shall be received but to adjourn; to lay on the table; for the previous question; to postpone to a day certain; to commit; to amend; or to postpone indefinitely; which several motions shall have precedence in the order above stated.

Reconsideration.

SECT. 7. When a question has once been decided, any member voting in the majority may move a reconsideration; such motion, if made at the same meeting with the decision, shall prevail if a majority of the members present sustain it; but if made at the subsequent meeting, it shall not prevail unless a majority of the whole Board vote for it; and only *one* motion for the reconsideration of any vote shall be permitted.

Members to vote.

SECT. 8. Every member present when a question is put, shall give his vote unless excused by the Board.

SECT. 9. All motions and reports may be committed and recommitted at the pleasure of the Board.

SECT. 10. The division of a question may be called for, when the sense will admit of it.

SECT. 11. When the reading of a paper is called for, and the same is objected to by any member, it shall be determined by a vote of the Board.

Suspension of Rules.

SECT. 12. The consent of *three fourths* of the mem-

bers present at any meeting shall be requisite for the suspension of any standing Rule of the Board, or Regulation of the Schools, unless the proposal for the same shall have lain upon the table for at least one week.

SECT. 13. Whenever any proposition is submitted by a member to amend or repeal any Rule of the Board, or involving the amendment or repeal of any Regulation of the Public Schools, said proposition, before any action thereon, shall be referred to the Committee on Rules and Regulations, or to such other committee, standing or special, as the Board may designate, who shall report thereupon, in writing, and said report, together with such recommendations or orders as may be therein contained, shall be open to immediate consideration and action.

Repeal or
amendment of
Rules.

CHAPTER IV.

Duties of Standing Committees.

SECTION 1. Immediately after the appointment of the Standing Committees, at the meeting for organization, the Committee on Elections shall receive the certificates of election of the members, and examine them, and report the result of their examination without any unnecessary delay. Whenever any person shall be elected to fill any vacancy that may have occurred in the Board, this Committee shall examine his certificate of election, and report as above provided, and said committee shall hear and report on all cases of contested elections.

Committee on
Elections.

SECT. 2. The Committee on Rules and Regulations shall take into careful consideration every proposition presented to the Board, to repeal or to amend any Rule or Regulation, whenever the same shall be referred to them, and shall report in writing, stating their reasons for or against the proposed alteration.

Committee on
Rules and Reg-
ulations.

Committee on
Accounts.

SECT. 3. Whenever any proposition is submitted to this Board, involving the payment of money for any other purpose than the payment of salaries, or the establishment of a new school, such proposition shall not be acted upon before it has been referred to the Committee on accounts. Said Committee shall have power to authorize the purchase of all stationery, record books, and blanks for the use of the schools, and a further supply, when called for, of any apparatus, globes, maps, or books of reference, or other conveniences, which this Board may have authorized the use of as means of illustrating the studies of the school. No Sub-Committee, nor any other persons connected with this Board, shall expend any money for these supplies, without authority from this Committee, and no bills for such expenditures shall be paid without the signature of the Chairman of this Committee in approval. Said Committee are authorized, on behalf of this Board, to carry out the provisions of the statute of the Commonwealth for furnishing books to indigent children and others, and to present an estimate of the expenses of the Public Schools to the City Auditor on or before the first day of February annually.*

Mover of a motion,
&c., to be notified of the time of its consideration.

SECT. 4. Whenever a motion, order, or resolution shall be referred to a Committee, the Chairman of the Committee shall cause the member offering the motion, order, or resolution, to be notified by the Secretary of the Board, or otherwise, of the time when the subject will be considered.

Committee on
Schoolhouses.

SECT. 5. Whenever any application shall be made for the erection or alteration of a schoolhouse, such application shall be referred to the Committee on School-

* The School Committee shall present to the Auditor, on or before the first day of February in each year, an estimate, in writing, of the expenses of the public schools for the next financial year, stating the amount required for salaries, for incidental expenses, and for the alteration, repair, and erection of schoolhouses. [City Ordinance, December 18, 1855, sect. 2.]

houses, who shall consider the same, and shall consult with the District Committee who may have charge of the school or schools to be accommodated, and shall report to this Board, in writing, such recommendations in each case as they may deem expedient. It shall also be the duty of the Committee on Schoolhouses to exercise a Warming and ventilation of schoolhouses. general supervision over the warming and ventilation of the several schoolhouses throughout the year.

SECT. 6. Whenever any proposition is submitted to this Board to extend the salary of any teacher beyond the time of actual service, or to change the regular salary of a teacher in any respect, or to pay for any extra service in teaching, *such* proposition shall not be acted upon before it has been referred to the Committee on Salaries, who shall report, in writing, such recommendations as they may deem expedient.

SECT. 7. The Committee on Text-Books, when they think favorably of any application made by any author or publisher to introduce any new text-book into the Public Schools, shall give early notice thereof to the Board, and see that such author or publisher furnish every member of the Board with a copy of such text-book for examination, as a condition of its being presented to them for acceptance; and said Committee shall fully consider such application, examine thoroughly such text-book, and at such time as they may be prepared, within three months from the date of the application, they shall make a written report to the Board, setting forth the reasons for or against the introduction of said text-book into the Public Schools. In the month of May, annually, this Committee shall examine the course of studies prescribed for the schools, and shall recommend to the Board, at the quarterly meeting in June, such improvements in the course of instruction,

and such changes in the books used in the schools, as they may deem expedient.

Introduction of
new books.

SECT. 8. Whenever any new text-book is adopted by the Board, it shall be on the condition that the publisher will furnish copies to the pupils of the Public Schools at such reduction from the wholesale price as shall be agreed upon by this Board; and it shall be the duty of the Committee on Text-books to see that this condition is fulfilled, and that said book comes into use at the commencement of the Public Schools after the August vacation, at which time only shall any new text-book be introduced.

Committee on
Music.

SECT. 9. The Committee on Music shall exercise a general supervision over this department of Public Instruction in all the schools. They shall appoint, and nominate to the Board for confirmation, suitably qualified persons as Teachers of Music; they shall make examinations of each Grammar School in music, at least once in six months, and submit a written report thereupon semi-annually at the quarterly meeting in March and in September.

Committee on
Printing.

SECT. 10. The Committee on Printing shall exercise a general supervision in relation to all printing which may be required by the Board, or for any of the Schools under its charge; and no bill for printing, of any kind, shall be paid without the signature of the Chairman of this Committee, in approval. Said Committee shall submit to this Board, at the quarterly meeting in March, a detailed account of all expenditures for printing during the year preceding.

Committees on
High Schools.

SECT. 11. The Committees on the Latin School, the English High School, and the Girls' High and Normal School in all matters relating to said schools and the appointment of teachers therein, shall respectively ob-

serve the same rules, and perform the same duties, so far as applicable, as are hereinafter prescribed for the several District Committees in relation to the Grammar Schools under their charge; and at meetings for the transaction of business, five members shall constitute a quorum.

SECT. 12. The member first named on each District Committee shall call a meeting of said Committee within ten days after its appointment. It shall organize by the choice, from among its own members, of a Chairman and Secretary, notice of whose election shall be immediately sent to the Secretary of the School Board. It shall keep a record of its proceedings, and all its official acts shall be done in meetings duly called, at not less than twenty-four hours' notice, and, when reported to the Board, shall be submitted in writing.

Organization of
District Com-
mittees.

SECT. 13. Each District Committee shall have charge of the Grammar Schools and the Primary Schools in the District, and may arrange the studies and classify the pupils in the latter in such a manner as they may consider most advantageous to the schools. Within ten days after its appointment, each District Committee shall divide itself into a suitable number of Sub-Committees, for the Primary Schools in its District. Said Committee shall then divide the Primary Schools in the District into as many divisions as there may be Sub-Committees, and shall assign each division to a Sub-Committee, who shall have the special charge of the schools in such division; shall visit each of them as often as once in each month; shall examine them quarterly; and shall report, in writing, their standing and progress, to the Chairman of the District Committee, at least one week previous to each quarterly meeting of the Board. Each Sub-Committee shall refer all matters of importance pertaining to the schools under its care, to the District Committee, for consideration and action.

Duties of Dis-
trict Commit-
tees.

Classification
of pupils.

Care of Pri-
mary Schools.

Additional Primary Schools.

SECT. 14. Whenever any District Committee shall deem an additional Primary School necessary for the proper accommodation of the children under their care, they shall state the facts in the case to the Board, in writing, which communication shall be referred to the Committee on Schoolhouses, who shall consider and report on the same before the Board shall take final action on the subject.

(Quarterly examinations.

SECT. 15. The District Committee shall examine the Grammar Schools in their respective Districts at least once in each quarter; and shall visit them not less than once each month, without giving previous notice to the instructors; and shall, at each quarterly meeting of the Board, make a report, in writing, giving the results of their examinations and visits, together with the results of the examination by the Sub-Committees of the several Primary Schools under their charge; also stating any occurrences affecting the standing and usefulness of the schools, and mentioning the condition of the schoolhouses and yards and out-buildings connected therewith. They shall also state in their reports whether the rule relating to the infliction of corporal punishment has been complied with, and the names of all children admitted to the schools under their charge who do not reside in the city, and the reasons for their admission.

Quarterly reports.

SECT. 16. At each quarterly meeting, the Chairman of each District Committee, or any member thereof who may be present, shall be called upon for a report on the condition of the schools in the District; and in case of omission to make it, the Board shall pass a vote, enjoining the delinquent Committee to proceed without delay to the performance of their duty, and shall adjourn to receive their report.

SECT. 17. The District Committee shall determine on the scholars who are to receive the medals and certificates of merit in their respective schools, and return the names to the Secretary, at least four days previous to the annual exhibition. It shall also be their duty, on the day of exhibition, to present the medals and certificates to the pupils to whom they have been awarded. The number of medals and certificates of merit to be awarded in each school, shall be based upon the average number of pupils belonging to the school during the school year. Each school shall be entitled to one medal and one of each of the certificates of merit for every sixty scholars; and an additional medal may be awarded in any Grammar School in which a majority fraction occurs, if the District Committee deem it expedient. But, in any school where the number of scholars in the first class is comparatively small, the number of medals awarded shall be proportionably less; and it shall never exceed one third of the number of candidates examined, nor shall any pupil be promoted for the purpose of increasing the number of candidates. In any school where there are no scholars much advanced in improvement, no medal shall be awarded. General scholarship, and more especially good conduct, shall be taken into consideration in awarding the medals and certificates; and in order that a just assignment may be made, the District Committee shall critically examine the candidates, and inspect the school records of their standing.

Medals and
certificates.

SECT. 18. No pupil shall be admitted to or retained in any school, except that for the Section in which such pupil resides, without the written consent of the District Committee, both of the school to which the pupil belongs, and of that where he seeks to be admitted or retained.

Transfer of
pupils.

Teacher of
sewing.

SECT. 19. Instruction shall be given in Sewing to all the pupils in the fourth class in each of the Grammar Schools for girls, except whenever in the judgment of the District Committee it will be for the interest of the school to omit such instruction, in which case the District Committee shall apply to this Board for authority to suspend the action of this rule in that school. The District Committee of each school in which such instruction shall be given shall nominate to this Board, for confirmation, some qualified person as Teacher of Sewing, who shall give to each pupil two lessons of not less than one hour each, every week.

Examination of
teachers.

SECT. 20. Whenever any new teacher, except a master, is, in the opinion of the District Committee, needed for any school under their charge, said Committee shall, *before* making any appointment, examine the candidates in the manner required by law, and with special reference to the place which is then to be filled; and also as to their competency to teach the elements of articulation, of music and drawing; and in regard to teachers in the Grammar Schools, they shall consult with the master in whose school such teacher is to be appointed.* And the same course shall be pursued in all cases where it is proposed to transfer or to advance a teacher from one grade of school to another. Teachers

Teachers ad-
vanced to
another grade
to be examined.

so appointed shall be nominated by the District Committees, to this Board, for confirmation, and they shall be considered entitled to the established salary from the time of their entering upon their duties. It shall be

*The School Committee, unless the town at its annual meeting determines that the duty may be performed by the Prudential Committee, shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all instructors who may be employed; and shall ascertain, by personal examination, their qualifications for teaching and capacity for the government of schools. (Gen. Stat. Ch. 38, § 23.)

the duty of the Secretary to give immediate information of such appointment to the City Auditor. Reappointed incumbents in the service of this Board shall rank as new teachers, and begin with the salary of such teachers.

Reappointed teachers to be considered as new teachers.

SECT. 21. When, at any examination for assistant teachers, a larger number of candidates are found qualified than is required to fill the existing vacancies, it shall be the duty of the Secretary of the District Committee making the examination, to keep a record of the names of such well-qualified candidates as the said Committee may direct, and to deposit such record with the Superintendent of Public Schools. This record shall give the names and addresses of the said candidates, and such information in regard to their qualifications, whether for Grammar or Primary Schools, as the said Committee may direct. And any District Committee may elect assistant teachers for the Grammar Schools, or Primary School Teachers, from the candidates so recommended, with or without a new examination, at the option of said Committee.

Names of well-qualified candidates at examinations to be preserved.

SECT. 22. In the month of May, annually, the Committee on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee, in a meeting regularly called, shall canvass the list of teachers in their District, and, after consultation with the master, they shall decide upon the persons whom they will recommend for re-election, and said Committee shall, at the annual meeting in June for the election of teachers, nominate the persons thus approved, who shall be considered the regular candidates for their respective offices. And in case any Committee have decided not to nominate any teacher for re-election, they may, if a majority of said Committee deem it ex-

Canvassing the lists of teachers.

Nomination of teachers for re-election.

pedient, give notice of their intention to said teacher before the annual election.

Duties of District Committees.

SECT. 23. The District Committee shall give their advice to the instructors in any emergency; and take cognizance of any difficulty which may have occurred between the instructors and parents of pupils, or between the instructors themselves, relative to the government or instruction of their schools. An appeal, however, to the whole Board, is not hereby denied to any citizen or instructor. In addition to the specific duties of the District Committees, it shall be their duty, generally, to make any temporary arrangement which they may find necessary for their schools, or for the convenience of the instructors, provided that nothing shall be done contrary to the School Regulations.

Transfer of Primary Schools and teachers.

SECT. 24. Each District Committee may transfer their own Primary School Teachers from one Primary School to another, and may change the location of their Primary Schools from one schoolroom to another, as they may think proper; but notice of any such transfer or change, and of the appointment of any new Primary School Teacher, shall, within one week after they are made, be sent to the Secretary of the Board, and the same shall be mentioned in the next quarterly report of the District Committee; and any teacher, of any grade, actually in the employ of the city, may be transferred by this Board, without re-examination, to any vacant place of the same grade in the city.

Annual examinations.

SECT. 25. The Committees on the Latin School, the English High School, the Girls' High and Normal School, and each District Committee, shall, during the month of July, make a thorough examination of their respective schools, and shall report at the quarterly meeting in September, the results of their examinations,

together with such suggestions for the improvement of the schools as they may see fit to offer, and the statistics of each school in a tabular form, on the following points, viz: 1. The number of teachers; 2. The changes of teachers made during the year; 3. The number of different scholars registered; 4. The number of these received from other Public Schools of the city; 5. The number discharged; 6. The largest number present at any one time; 7. The largest average attendance for any one month, and the name of the month; 8. The average attendance for the year; 9. The number and names of the medal scholars, and the recipients of the Lawrence prizes; 10. The number and ages of the candidates offered and admitted at the High Schools, from each of the Grammar Schools. These reports shall be referred to a Special Committee of the Board, who shall make from them such selections as they may think important for public information, and shall add thereto such suggestions and remarks as they shall deem expedient; and their report, which shall be presented at the quarterly meeting in December, when accepted by the Board, shall be printed for distribution among the citizens. Annual reports.

CHAPTER V.

Election of Instructors of Public Schools.

SECTION 1. The school year shall commence on the first Monday in September, and end on the day immediately preceding the first Monday in September. School year.

SECT. 2. In the month of June, annually, the Board shall elect the instructors of the Public Schools, and fix Annual election of teachers.

their salaries* for the ensuing year. Said instructors shall rank as follows: 1st, Masters; 2d, Sub-Masters; 3d, Ushers; 4th, Head Assistants; 5th, Assistants; 6th, Primary School Teachers; 7th, Music Teachers; 8th, Sewing Teachers.

Mode of choosing instructors.

SECT. 3. The Masters of the several schools having been duly nominated by their respective District Com-

* The salaries of the instructors in the various schools have been established as follows, for the present school year, viz:—

The salary of the Masters of the Latin, the English High, and the Girls' High and Normal Schools, is \$2,400 for the first year's service, with an increase of \$100 for each additional year's service till the salary amounts to \$2,800 per annum.

The salary of the Sub-Masters of the Latin and English High Schools, and of the Masters of the Grammar Schools is \$1,600 for the first year, with an annual increase of 100 till it amounts to \$2,000.

The salary of the Ushers of the Latin and English High Schools, and of the Sub-Masters of the Grammar Schools, is \$1,200 for the first year, with an annual increase of \$100 till it amounts to \$1,600.

The salary of the Ushers of the Grammar Schools is \$800 for the first year, with an annual increase of \$100, till it amounts to \$1,000.

The salary of the first Head Assistant of the Girls' High and Normal School is \$600 per annum, and the salary of the other Assistants in this School shall be \$500 per annum.

The salary of the Head Assistants in the Grammar Schools is \$500 per annum; and the salary of the other Assistants in the Grammar Schools, and of the Teachers of the Primary Schools, is \$300 for the first year, with an annual increase of \$50 till it amounts to \$450 per annum.

The salary of the Music Teachers in the Grammar Schools is \$100 per annum for each school.

The salaries of the Sewing Teachers are as follows,—and the teachers shall severally devote to instructing their pupils the time designated herein:—

The Sewing Teachers of the Adams, Lyman, and Wells Schools shall teach sewing ten hours each week, and shall severally receive \$175 per annum.

The Sewing Teachers of the Franklin, Lawrence, Lincoln, Bigelow, and Chapman Schools shall teach sewing twelve hours each week, and shall severally receive \$200 per annum.

The Sewing Teachers of the Hancock and Everett Schools, shall teach sewing sixteen hours each week, and shall each receive \$225 per annum.

The Sewing Teachers of the Winthrop and Bowditch Schools shall teach sewing twenty hours each week, and shall each receive \$300 per annum.

The Salary of the Teacher of French in the Latin School is \$450 per annum. The salary of the Teacher of French in the Girls' High and Normal School is \$450 per annum. The salary of the Teacher of German in the Girls' High and Normal School is \$450 per annum. The salary of the Teacher of Drawing in the Girls' High and Normal School is \$800 per annum. The salary of the Teacher of Drawing in the English High School is \$500 per annum. The salary of the Teacher of Vocal Music in the Girls' High and Normal School is \$400 per annum.

mittees, shall be elected by ballot, and thirty votes at least shall in all cases be necessary to a choice, and the other instructors shall be elected by confirmation on nomination of their respective Committees; but no teacher, except a Master, shall be elected by this Board, without having served on trial at least three months in the Boston schools.

SECT. 4. Whenever a new Master is to be elected for any of the Public Schools, the Secretary shall give notice thereof in such newspapers, and for such length of time as the Board may direct, specifying in such notice that all applications for the office must be made in writing, and lodged with the Secretary, together with any written evidence of qualifications which the candidate may wish to present, on or before a day named in such notice.

Election of a
new master.

SECT. 5. In case the vacancy to be filled is in the Latin School, the English High School, or the Girls' High and Normal Schools, the Committees of those schools shall together constitute a committee for the examination of candidates. But in case of a vacancy in any of the Grammar Schools, the Examining Committee shall be composed of the District Committee of the school in which the vacancy exists, and of the members for the two wards numerically nearest to the ward in which said school is situated; and one third of the members of either of these committees shall constitute a quorum for doing business.

Election of a
new master.

SECT. 6. The Examining Committee shall take from the Secretary's files all the applications and written evidence, and shall have personal interviews with the applicants, and make inquiries as to their qualifications, and, at a meeting appointed for the purpose, shall carefully examine the candidates in the manner required by law,*

Same.

* See page 18 of these Rules.

and always with reference to the office that is then to be filled. And none but said Committee, the members of this Board, the Superintendent of Public Schools, and the candidates under examination, shall be present.

Examining
Committee's
report.

SECT. 7. The Examining Committee shall report to the Board, at some subsequent meeting, the names of all the applicants who have been examined by them, together with such other facts and circumstances respecting the candidates, their recommendations and qualifications, as they may deem necessary for the information of the Board. They shall also designate in their report the names of two or more of the candidates whose examinations were most satisfactory, with the opinions of the Examining Committee on their qualifications severally, and the Board shall then proceed to a choice by ballot.

Instructors to
hold their of-
fices for one
year.

SECT. 8. The instructors elected at the annual meeting shall hold their offices for one school year, unless sooner removed by vote of the Board.

CHAPTER VI.

Duties of the Secretary.

Records and
files.

SECTION 1. The Secretary shall have charge of the Records of the Board, and of all papers directed by them to be kept on his files; he shall keep a fair and full record of all the proceedings of the Board.

Notices to be
given.

SECT. 2. He shall notify all stated and special meetings; he shall notify the Chairman of every Committee appointed, stating the commission, and the names of the members associated with him; he shall notify the meetings of all Sub-Committees, when requested by the Chairman or by any two members thereof; he shall

notify the instructors of their appointments, and shall give such other notices as the Board may require.

SECT. 3. He shall prepare the Annual Report required by the statute of the Commonwealth, and he shall transmit the same, legally signed, to the Secretary of State, on or before the thirtieth day of April.*

Report to Secretary of State.

SECT. 4. He shall transmit copies of all votes, resolutions, and documents which are to be sent to the members of the Board, to the various Committees, to the Teachers, or to other persons.

Votes to be transmitted.

SECT. 5. He shall see that the Medals and Diplomas awarded to the successful candidates in the Public Schools are procured, properly inscribed, and sent to the appropriate schools at least one day preceding the Annual Exhibitions.

Medals to be provided.

SECT. 6: He shall examine all bills for salaries, and the bills for all articles purchased by order of the Board, or by the Committee on Accounts, and shall perform such other duties as the School Committee shall prescribe, or from time to time direct.

Examination of bills.

CHAPTER VII.

Duties of the Superintendent.

SECTION 1. The Superintendent of Public Schools shall be elected annually, by ballot, at the quarterly meeting of the Board in June, to enter upon the duties of his office on the first day of September next ensuing. At the same meeting the salary of the Superintendent shall be voted, and no alteration in the amount of said salary shall be made during the year for which he is elected.

Election.

Salary.

* See General Statutes, chapter 40.

General duties.

SECT. 2. He shall devote himself to the study of the Public School System, and keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city, and see that the regulations of the Board in regard to these schools are carried into full effect.

Visiting schools.

SECT. 3. He shall visit each school as often as his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools and be able to suggest improvements and remedy defects in their management. He shall advise the teachers on the best methods of instruction and discipline, and, to illustrate these methods in respect to Primary Schools, he shall hold occasional meetings of the teachers of the schools, and have authority for this purpose to dismiss the Primary Schools at such times as he shall deem advisable, not exceeding one half day in each quarter. He has authority, also to dismiss the Grammar Schools, not exceeding one half day in each half year, for the purpose of holding meetings of the teachers of these schools.

Meetings of Primary School teachers.

Meetings of Grammar School teachers.

State scholarships.

SECT. 4. Whenever vacancies occur in the State scholarships to which this city is entitled, it shall be his duty to give public notice thereof, and he shall be authorized, in conjunction with the chairman of each of the High School Committees, to examine candidates for said vacancies, and report to this Board the names of those to be recommended, according to law,* to the Board of Education. He shall make investigations as to the number and the condition of the children of the city who are not receiving the benefits offered by the Public Schools, and shall endeavor to ascertain the reasons, and to suggest and apply the remedies.

Absentees from school.

* Gen. Stat. chap. § 37, 3.

SECT. 5. He shall render such aid and communicate Assistance to committees. such information to the various Committees as they may require of him, and shall assist them when desired in the quarterly examinations. He shall see that all school registers, books of records, circulars, blanks for monthly reports of teachers, and annual reports of District Committees are prepared after uniform patterns, and ready to be furnished when needed.

SECT. 6. He shall consult with the different bodies Schoolhouses. who have control of the building and altering of school-houses, and shall communicate to them such information on the subject as he may possess; and he shall suggest School expenses. such plans for building and altering schoolhouses as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city; and he shall advise with those through whom, either directly or indirectly, the school appropriations are expended, that there may result more uniformity in their plans and more economy in their expenditures.

SECT. 7. It shall be his duty to attend the meetings Attend meetings of Board. of the Board, except when the subject of his own election is under consideration, and, when called upon through the President, to express his opinion on any subject under discussion, or to communicate such information as may be in his power. At the quarterly meetings in March and September, he shall present to the Board a semi-annual Report, in print, giving an account of the schools he has visited, and of the other duties he has performed, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable. He shall also embrace in his report an abstract of the semi-annual returns of the Public Schools, and a schedule showing the number of teachers then employed Semi-annual report.

in the schools ; and these reports shall be referred to the Special Committee on the Annual Report of the School Board.

Record of
names of appli-
cants.

SECT. 8. He shall keep a record of the names, ages, and residences of persons who may desire to be considered as candidates for the office of Assistant or Primary School Teacher, with such remarks and suggestions respecting them as he may deem important for the information of Committees ; which record shall be at all times open to the inspection of any member of this Board. And he shall perform such other duties as the School Committee shall prescribe, or from time to time direct.

CHAPTER VIII.

General Regulations of the Public Schools.

Teachers to ob-
serve the school
regulations.

SECTION 1. All teachers in the Public Schools are required to make themselves familiar with these Regulations, and especially with the portion that relates to their own duties, and to the instruction and discipline of their respective schools, and to see that these are faithfully observed.

General duties
of teachers.

SECT. 2. The instructors shall punctually observe the hours appointed for opening and dismissing the schools ; and, during school hours, shall faithfully devote themselves to the public service. In all their intercourse with their scholars they shall strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, in manners and deportment, as well as in useful learning.

SECT. 3. From the first Monday in May to the first School hours. Monday in September, the Grammar and Primary Schools shall commence their morning sessions at 8 o'clock, and close at 11 o'clock; and shall begin their afternoon sessions at 2 o'clock, and close at 5 o'clock. From the first Monday in September to the first Monday in May, they shall commence their morning sessions at 9 o'clock, and close at 12 o'clock; and shall begin their afternoon sessions at 2 o'clock, and shall close at 5 o'clock, except that from the third Monday in October to the first Monday in March, they may omit the afternoon recess and close at 4 o'clock. *Provided*, that nothing in this section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

SECT. 4. All the school-rooms shall be opened, and the teachers be present, both morning and afternoon, *fifteen minutes* before the time fixed for the session to begin. The teachers shall require the scholars to be in their seats, and shall commence and close the exercises of the schools, punctually at the prescribed hours. Teachers and pupils to be at school early.

SECT. 5. The morning exercises of all the schools shall commence with the reading of a portion of the Scriptures, by the teacher, in each school; the reading to be followed by the Lord's Prayer, repeated by the teacher alone. The afternoon session shall close with appropriate singing. Opening the schools.

SECT. 6. Good morals being of the first importance to the pupils, and essential to their highest progress in useful knowledge, instruction therein shall be daily given in each of the schools.* The pupils shall be carefully Moral instruction.

* "It shall be the duty of the president, professors, and tutors of the University at Cambridge, and of the several colleges, and of all preceptors and

instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue.

School register
and records.

SECT. 7. The principal teacher in every school shall keep a registrar in which shall be recorded the names, ages, dates of admission, and places of residence of the scholars. In addition to this register, other records shall be kept, in which shall be entered the daily absence of the scholars, and such notes of their class-exercises as may exhibit a view of their advancement and standing.

Blanks for
schools.

SECT. 8. All school registers and other books for records, as well as all blanks for monthly reports, and circulars required in the several schools shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers are expected to apply whenever such articles are needed by them.

Masters to
examine their
schools.

SECT. 9. Each master shall make a careful examination of his school as often as he can consistently with

teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness and also to point out to them the evil tendency of the opposite vices." [Gen. Stat. chap. 38, § 10.]

proper attention to the pupils under his immediate charge.

SECT. 10. During the week preceding the quarterly meeting in March and in September, the principal teacher in each school shall make to the Superintendent of Public Schools semi-annual returns of the number of pupils belonging to the school, conformably to the blanks furnished for this purpose. They shall also include in their reports the names of those pupils belonging to their respective schools whose parents or guardians do not reside in the city, with the dates of their respective admissions.

SECT. 11. Each master shall, within one week after the appointment of a teacher, send to the secretary of this Board the full name of such teacher, with the precise date of his or her commencing service in his school; and if the person appointed has previously been in the service of the city as a teacher, he shall state where, when, and how long such service was rendered. In like manner he shall give notice when any teacher shall have relinquished service in his school.

SECT. 12. The instructors may, for the purpose of observing the modes of discipline, and instruction, visit any of the Public Schools in the city; but such visits shall not be made oftener than once a quarter, nor till provisions satisfactory to the Chairman of the District Committee or of the Sub-Committee has been made for the proper care of the pupils under their immediate charge.

SECT. 13. All instructors shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. And it shall be the duty of the

several masters and teachers in the public schools to keep a record of all instances of inflicting corporal punishment, which they shall submit to their respective Committees, at each quarterly examination, when said record shall be erased.

Exclusion of a pupil.

SECT. 14. For violent or pointed opposition to authority in any particular instance, a principal teacher may exclude a child from school for the time being; and thereupon shall inform the parent or guardian of the measure, and shall apply to the District Committee for advice and direction.

Suspension and restoration of pupils.

SECT. 15. When the example of any pupil in school is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the principal teacher, with the approbation of the Committee on the schools, to suspend such pupil from the school. But any child under this public censure, who shall have expressed to the teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the previous consent of said Committee, be reinstated in the privileges of the school.

Instructors, in cases of difficulty, to apply to District Committees.

SECT. 16. In cases of difficulty in the discharge of their official duties, or when they may desire any temporary aid, the instructors shall apply to the District Committees of their respective schools for advice and assistance.

Absentees must pay their substitutes.

SECT. 17. Whenever any instructor shall be absent from school, and a temporary instructor rendered necessary, the amount required to pay said substitute shall be withdrawn from the salary of the absentee; unless upon a representation of the case, by petition, and a report on said petition from the Standing Committee on Salaries, the Board shall order an allowance to be made. And

no substitute shall be employed in any of the Primary Schools for more than one day at a time, without the approbation of one or more of the Sub-Committee of the school; nor in any department of the Grammar Schools without the approbation of two or more of the District Committee, the Chairman being one of them. The compensation per day allowed for substitutes in the Primary Schools, and for Assistants in the Grammar Schools, shall be \$ 1.00; for Assistants in the Girls' High and Normal School, \$ 1.50; for Ushers in the Grammar Schools, \$ 2.75; for Sub-Masters in those schools, and for Ushers in the Latin and English High Schools, \$ 3.75; for Sub-Masters in the Latin and English High Schools, and for Masters in the Grammar Schools, \$ 5.00; for Masters in the Latin, English High, and Girls' High and Normal Schools, \$ 6.00 for each day, counting six school days in the week, during which such substitute shall be employed. The compensation of temporary teachers shall be the same as that of substitutes.

SECT. 18. It shall be the duty of all the instructors to give vigilant attention to the ventilation and temperature of their schoolrooms. A regular system of ventilation shall be practised, as well in winter as in summer, by which the air in the rooms shall be effectually changed at each recess, and at the end of each school session before the house shall be closed.

SECT. 19. The Masters of the Grammar Schools shall examine, or cause some competent person connected with each school, to examine, during the season of fires, the cellars and unoccupied rooms in their respective buildings; such examination to be made during the first and every succeeding hour of the forenoon and afternoon sessions, and the result made known to the master of the school.

Temperature
and ventilation.

Examination of
cellars and un-
occupied rooms
in season of
fires.

Recesses.

SECT. 20. There shall be a recess of fifteen minutes for every pupil each half day, including the time occupied in going out and coming in, which shall take place as nearly as may be at the expiration of one half of each school session.

Physical exercise in schools.

SECT. 21. The masters, ushers, and teachers, in the Public Schools shall so arrange the daily course of exercise in their respective classes that every scholar shall have daily, in the forenoon and afternoon, some kind of physical or gymnastic exercise; this exercise to take place as nearly as practicable midway between the commencement of the session and recess, and between recess and the end of the session.

Care of school premises.

SECT. 22. The principal teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the schoolhouses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose, and they shall be held responsible for any want of neatness or cleanliness on their premises; and when anything is out of order they must give immediate notice thereof to the Superintendent of Public Buildings.

Things not allowed.

SECT. 23. No instructor in the Public Schools shall be allowed to teach in any other public school than that to which he or she has been appointed, nor to keep a private school of any description whatever, nor to attend to the instruction of any private pupils before 6 o'clock, P. M., except on Wednesday and Saturday afternoons, nor to engage as editor of any newspaper, or of any religious or political periodical.

Same.

Presents.

SECT. 24. The instructors shall not award medals or other prizes to the pupils under their charge; nor shall instructors become the recipients during term-time, and

only from a graduating class at any other time, of any present of money, or other property, from the pupils.

No subscription or contribution for any purpose what- Subscription or contribution.
ever, shall be introduced into any public school.

SECT. 25. No person whatever shall read to the No advertise-
ment to be read
to the pupils.
pupils of any school, or post upon the walls of any school building, or fences of the same, any advertise-
ment. Nor shall any agent or other person be per- No agent to ex-
hibit articles in
school.
mitted to enter any school for the purpose of exhibiting, either to teacher or pupils, any new book or article of apparatus.

SECT. 26. The books used and the studies pursued Authorized
books and
studies.
in all the Public Schools shall be such and such only as may be authorized by the Board; and the teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SECT. 27. No pupils shall be allowed to retain their Pupils must
have the books
and utensils
required.
connection with any of the Public Schools unless they are furnished with the books and utensils regularly required to be used in the respective classes.

SECT. 28. In cases where children are in danger of Books, &c., for
indigent chil-
dren.
being deprived of the advantages of education, by reason of inability to obtain books, through the poverty or negligence of parents or guardians, the Committee on Accounts are authorized, on behalf of the School Committee, to carry out the provisions of the Statute on this subject.* During the first week in April, annually, the principal teacher in each Grammar School, and the

*"If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the School Committee at the expense of the town.

"The School Committee shall give notice, in writing, to the assessors of the town, of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax

teacher of each Primary School, shall make to the Secretary of the Board, a return of the names of all scholars supplied with books at the expense of the City, the names of the books so furnished, together with the names of the parents, guardians, or masters of said pupils; and suitable blanks shall be provided for this purpose by the Secretary.

Children entitled to attend the public schools.

SECT. 29. All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school, except upon the consent previously obtained of the District Committee; and said District Committee may, in accordance with the provisions of the General Statutes, require the parent or guardian of such child; to pay a sum equal to the average cost per scholar of such school, for such period as said child may attend thereat.*

Same.

SECT. 30. No pupil shall be admitted to the privilege of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes.

"If the assessors are of opinion that any parent, master, or guardian, is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall only add a part thereof to his annual tax, according to their opinion of his ability to pay." [Gen. Stat. chap. 38, §§ 30, 31, 32.]

* "All children within the Commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law." [Gen. Stat. chap. 41, § 3.]

"With the consent of school committees first obtained, children between the ages of five and fifteen may attend schools in cities and towns other than those in which their parents or guardians reside; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school, for the period the child shall have so attended." [Gen. Stat. chap 41, § 7.]

ileges of one school who has been expelled from another, or while under suspension, unless by vote of the Board.

SECT. 31. No pupil shall be admitted into any of the Public Schools without a certificate from a physician that he or she has been vaccinated or otherwise secured against the smallpox; but this certificate shall not be required of pupils who go from one public school to another. Certificate of vaccination.

SECT. 32. No child who comes to school without proper attention having been given to the *cleanliness* of his person and of his dress, or whose clothes are not properly repaired, shall be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner. Cleanliness of pupils required.

SECT. 33. Tardiness shall be subject to such penalty as in each case the teacher may think proper. No pupil shall be allowed to be absent any part of the regular school hours for the purpose of receiving instruction, or taking lessons of any kind elsewhere. Pupils detained at home must, on returning to school, bring an excuse for such detention; and every pupil, wishing on any day to be dismissed before the close of the session, must assign satisfactory reasons therefor and obtain the consent of the teacher. Teachers having charge of pupils who are habitually truant shall report their names, residences, and the names of their parents or guardians, to the truant officers of the district. Tardiness and absence of pupils.

Dismission of pupils before the close of the session.

Truancy.

SECT. 34. There shall be an annual exhibition of the Latin School on the Saturday, and of the English High School on the Monday, preceding the third Wednesday in July; and on the Tuesday following said Wednesday there shall be an exhibition of the several Grammar Schools; at which exhibitions the medals and diplomas shall be conferred upon the pupils. *Provided, however,* Annual exhibitions.

that the District Committees on the several Grammar Schools for *girls* may, if they deem it advisable, direct that such exhibition shall be on the Monday, instead of on the Tuesday, following said Wednesday. The hours for the exhibitions of the several schools shall be arranged by the President of the Board. The Exhibitions of the Grammar Schools shall be conducted in such manner as shall best present the actual condition of each school in the prominent branches of study, and shall not exceed two hours in length. On the first five school days of the week previous to the Exhibition, the parents and friends of the children shall be invited to witness the usual exercises of the school, and on the last day of that week the several Grammar Schools shall be closed. And in the afternoon of the day of the Annual Exhibitions of the

School festival. Grammar Schools, the Annual School Festival shall be held, to which members of the School Committee, all the teachers in the Public Schools, and the medal scholars of the current year shall be invited.

Holidays and
vacations.

• SECT. 35. The following holidays and vacations shall be granted to the schools, viz: every Wednesday and Saturday afternoon, throughout the year; Christmas day, New Year's day, the Twenty-second of February, Good Friday, Fast day, May day, Artillery Election, and the Fourth of July; Thanksgiving week; the week immediately preceding the first Monday in March; one week commencing on the Monday preceding the last Wednesday in May; and the remainder of the school year following their respective exhibitions; and to the Girls' High and Normal School from the Monday following the third Wednesday in July to the Saturday next preceding the second Monday in September. The Primary Schools shall be allowed the holidays and vacations of the Grammar Schools, and also the day preceding and the day of

the annual Exhibition of the Grammar Schools ; and the President of the Board is authorized to suspend the schools *on such public occasions* as he may think proper, not exceeding three days in any one municipal year. In addition to these holidays the Latin and English High Schools shall be entitled to the two days of public exhibition at Harvard University. No other holidays shall be allowed except by special vote of the Board ; and no school shall be suspended on any other occasion, except for special and important reasons relating to a particular school, and then only by express permission of the Sub-Committee.

SECT. 36. On the 21st of February, annually, the Masters of the High and Grammar School shall assemble their pupils, each in the hall of his schoolhouse, and read to them, or cause to be read to them, by one or more of their own number, extracts from Washington's Farewell Address to the People of the United States, combining therewith other patriotic exercises ; and the regular exercises of the session shall be suspended so far as is necessary to give opportunity to this reading.

Reading of
Washington's
Farewell Ad-
dress.

CHAPTER IX.

Regulations of the Primary Schools.

SECTION 1. Every teacher shall admit to her school all applicants of suitable age and qualifications, residing nearest to the school under her charge, provided the number in her school will warrant the admission ; and in all cases of doubt or difficulty in the discharge of this duty, she shall apply to her Sub-Committee for advice and direction.

Admission of
pupils to Pri-
mary Schools.

Transfer of
pupils.

SECT. 2. When any child shall apply to be admitted from another Primary School, the teacher shall require a certificate of transfer from the teacher of the former school; which certificate shall serve instead of a Certificate of Vaccination.

Absence of
pupils.

SECT. 3. Whenever any scholar is absent from school, the teacher shall immediately ascertain the reason; and if such absence be continued, and is not occasioned by sickness or other sufficient cause, such child, with the consent of the Sub-Committee, may be discharged from the school, and a record of the fact be made.

Promotion to
Grammar
Schools.

SECT. 4. The regular promotion of scholars to the Grammar Schools shall be made semi-annually, on the first Monday in March, and on the first Monday in September. But occasionally promotions may be made on Monday of any week, whenever the Sub-Committee of the Primary School and the Master of the Grammar School may deem it *necessary*.

Schools for
special instruc-
tion.

SECT. 5. One or more schools for the special instruction of children *over seven years of age*, and not qualified for the Grammar School, may be established in each District. The course of study shall be the same as in the Primary Schools; and it shall be in the power of each District Committee to introduce Writing, and the elements of Written Arithmetic. Any scholar over eight years of age, and not in the first or second class, may be removed from any Primary School to a school for special instruction, at the discretion of the Sub-Committee.

School on
Western
Avenue.

SECT. 6. *The School on the Western Avenue* shall be connected with the Phillips School District. Children over eight years of age may be admitted into this school at the discretion of the Sub-Committee; and their studies shall conform to the regulations of the Grammar Schools.

SECT. 7. The teachers shall attend to the physical education and comfort of the pupils under their care. When, from the state of the weather or other causes, the recesses in the open air shall be impracticable, the children may be exercised within the room, in accordance with the best judgment and ability of the teachers. In the schools which are kept in buildings occupied by Grammar Schools, the recesses shall be arranged by the masters so as not to interfere with the exercises of those schools.

Proper care of
the pupils in
school.

Recesses for
Primary
Schools in
Grammar
School build-
ings.

SECT. 8. The schools shall contain, as nearly as practicable, an equal number of pupils, the maximum number being fifty-six; and the pupils in each of the schools shall be arranged in six classes, unless otherwise ordered by the District Committee.

Number of
pupils to a
school.

Classes.

SECT. 9. Plain sewing may be introduced into any Primary School, at the discretion of the Sub-Committee, and singing shall form part of the opening and closing exercises of every session; and such time be devoted to instruction in Music in each school as the Sub-Committee may deem expedient.

Sewing.

Singing.

SECT. 10. *The following Books and Studies shall be attended to in the respective classes. The ORDER of the exercises and lessons assigned to each class to be determined by the teacher; subject, however, to the direction of the Committee of the school.*

SIXTH CLASS.

Hillard's First Primary Reader to the 30th page; the words in columns to be spelled without book, and also words selected from the reading lessons.

Boston Primary School Tablets. Number Eleven, — the words and elementary sounds repeated after the

teacher. Number One, — the name and sound of each letter, including the long and short sound of each vowel. Number Fifteen to be read and spelled by letters and by sound, and read by calling the words at sight. Number Sixteen to be read by spelling, and by calling words at sight, with oral lessons on the meaning of the sentences. Number Thirteen to be spelled by sounds. Numbers Nine and Ten to be used in reviewing the alphabet, for variety of forms of letters. Number Five, — the pupil to name and point out the lines and plane figures. Number Two, — analyze the forms of the capitals, and tell what lines compose each.

Boston Primary School Slate, No. 1. — Print the small letters, and draw the straight lines and the rectilinear figures. The blackboard and tablets to be used in teaching the slate exercises.

Develop the idea of numbers to ten, by the use of objects. Count to one hundred on the numeral frame.

Repeating verses and maxims. Oral lessons on size, form, and color, illustrated by objects in the school-room; also upon common plants, and animals, illustrated by the objects themselves or by pictures.

Learning to read and spell from letter and word cards, at the option of the teacher.

Singing for five or ten minutes twice at least each day.

Physical exercises for five or ten minutes, twice at least each session.

FIFTH CLASS.

Hillard's First Primary Reader, as in the sixth class, completed.

My First School Book, for spelling to the 24th page, and for reading to the 70th page.

Boston Primary School Tablets. Review the exercises

on Tablets prescribed for the sixth Class. Number Nineteen, entire, and Number Twenty to L. Number Six, — name and point out the figures, and their parts. Number Eleven to be taught from the tablet. Number Fourteen, — syllables to be spelled by sound.

Boston Primary School Slate, No. 1. Review the slate exercises prescribed for the Sixth Class. Print the capital letters, also short words; draw the curvilinear figures.

Counting real objects, and counting with the numeral frame by twos to one hundred.

Repeating verses and maxims. Oral lessons on form, size, and color, and on plants, and animals. Singing and physical exercises as above.

FOURTH CLASS.

My First School Book, completed both as a reader and a speller.

Hillard's Second Primary Reader, to the 50th page; the words in columns to be spelled, and also words selected from the reading lessons. Spelling words by sounds.

Boston Primary School Tablets. Numbers Five and Six reviewed, with description or analysis of the lines and figures. Numbers Eleven, Thirteen, and Fourteen, reviewed. Numbers Twelve and Twenty to be learned. Numbers Seventeen and Eighteen, — names of punctuation marks.

Boston Primary School Slate, No. 1, — used daily. Copies in printing and drawing reviewed and completed. Printing four or five words daily. Writing Arabic figures.

Adding and subtracting numbers to twenty, illustrated by objects and the numeral frame. Counting

on the numeral frame by twos to one hundred, and by threes to fifty.

Repeating verses and maxims. Oral lessons on objects as above, with their parts, qualities, and uses. Singing and physical exercises as above.

THIRD CLASS.

Hillard's Second Primary Reader, completed; the words in columns to be spelled, and also words selected from the reading lessons. At each lesson in reading and spelling, words spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined, — to the thirty-fifth page. Spelling words by sounds. Questions on the meaning of words.

Boston Primary School Tablets. Numbers Five, Six, Eleven, Twelve, Thirteen, Fourteen, and Twenty, reviewed. Number Three. Number Eighteen, — use of punctuation marks commenced.

Boston Primary School Slate, No. 2. Write the small script letters and draw the plane figures. Exercises in writing and drawing to be illustrated by tablets and blackboard. Print a few words in capitals.

Eaton's Primary School Arithmetic, or North American Arithmetic, begun. Miscellaneous questions in adding and subtracting small numbers. Practical questions involving similar combinations. The idea of multiplication devolving by the use of the numeral frame. Numbers to be combined, occasionally written on slates from dictation.

Repeating verses and maxims. Abbreviations. Oral lessons as above, and upon common objects, and the senses. Singing and physical exercises as above.

SECOND CLASS. *

Hillard's Third Primary Reader, to the 100th page; the words in columns to be spelled, and also words selected from the reading lessons. Difficult words to be spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined, — to the seventy-fifth page. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or North American Arithmetic, — addition, subtraction, and multiplication tables to be learned, and the practical questions under these rules to be attended to.

Boston Primary School Tablets. Numbers Three, Five, Six, Eleven, Twelve, and Eighteen, to be reviewed. Number Seven, — drawing, and oral lessons on the objects represented. Number Eighteen, — uses and definitions of points and marks learned, and applied in reading lessons.

Boston Primary School Slate, No. 2. Writing capital and small letters, and drawing planes and solids, with illustrations from tablets and blackboard. Writing short words. Review abbreviations and Roman numerals.

Repeating verses and maxims. Oral lessons on objects, trades, and the most common phenomena of nature. Singing and physical exercises as above.

FIRST CLASS.

Hillard's Third Primary Reader, completed; with definitions, explanations, spelling, by letters and by sounds: also questions on punctuation, the use of capitals, and the marks indicating the pronunciation.

Spelling and Thinking Combined, completed. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or North American Arithmetic completed. The tables of multiplication and division to $12 \div 12$ and $144 \div 12$. Notation to 1,000. Counting by threes and fours, forwards to a hundred, and backwards, from a hundred to one. Practical questions to be attended to.

Boston Primary School Tablets. Review those used in the Second Class. Frequent drill on Number Twelve. Number eight, drawing and oral lessons on the objects represented.

Boston Primary School Slate, No. 2. Writing capitals and small letters, the pupil's name, and words from the spelling lessons, with particular care to imitate the letters on the frame. Drawing all the copies on the frame.

Repeating verses and maxims. Review abbreviations. Oral lessons on objects, trades, occupations, with exercise of observation by noting the properties and qualities of objects, comparing and classifying them, considering their uses, the countries from which they come, and their modes of production, preparation, or fabrication.

Singing and physical exercises as above.

SECT. 11. No scholars are to be promoted from one class to another till they are familiar with all the lessons of the class from which they are to be transferred, except for special reasons, satisfactory to the Sub-Committee.

CHAPTER X.

Regulations of Grammar Schools.

Second grade.

SECTION 1. These schools form the second grade in the system of public instruction established in this city.

The following are their names, locations, and dates of establishment : —

Name.	Location.	Sex.	Established.
1—Eliot School	North Bennet Street	For Boys	1713
2—Franklin School.....	Ringgold Street	“ Girls	1785
3—Mayhew School.....	Hawkins Street	“ Boys	1803
4—Boylston School	Fort Hill	“ Boys	1819
5—Bowdoin School.....	Myrtle Street.....	“ Girls	1821
6—Hancock School.....	Richmond Place.....	“ Girls	1822
7—Wells School	Blossom Street.....	“ Girls	1833
8—Winthrop School	Tremont Street.....	“ Girls	1836
9—Lyman School.....	East Boston.....	“ Boys and Girls..	1837
10—Lawrence School.....	South Boston.....	“ Boys and Girls..	1844
11—Brimmer School.....	Common Street.....	“ Boys	1844
12—Phillips School.....	Southac Street.....	“ Boys	1844
13—Dwight School	Springfield Street	“ Boys	1844
14—Quincy School	Tyler Street.....	“ Boys	1847
15—Bigelow School.....	South Boston.....	“ Boys and Girls..	1849
16—Chapman School.....	East Boston.....	“ Boys and Girls..	1849
17—Adams School.....	East Boston.....	“ Boys and Girls..	1856
18—Lincoln School.....	South Boston.....	“ Boys and Girls..	1859
19—Everett School.....	Northampton Street.....	“ Girls	1860
20—Bowditch School.....	South Street.....	“ Girls	1861

In these schools are taught the common branches of an English Education.

SECT. 2. The schools for boys shall each be instructed by a master, a sub-master, an usher, a head assistant, and three or more female assistants. Instructors in boys' schools.

The schools for girls shall each be instructed by a master, a head-assistant for each story in the building, and three or more female assistants. In girls' schools.

The mixed schools (boys' and girls') shall each be instructed by a master, a sub-master, a head assistant for each story in the building, and three or more female assistants. In mixed schools.

Any existing exceptions to the foregoing organizations, authorized by special vote of the Board, shall remain until otherwise ordered.

SECT. 3. Each school shall be allowed a teacher for every fifty-six pupils on the register, and an additional female assistant may be appointed whenever there are Number of pupils to a teacher.

thirty scholars above the complement for the teachers already in the school, if the District Committee deem it expedient ; and whenever the number of pupils on the register shall be reduced to thirty less than such complement, one female assistant may be removed from such school, if the District Committee recommend it ; *provided*, that, in determining the number of teachers to which any school may be entitled under this section, one head assistant shall not be counted.

Qualifications
for admission
to the Grammar
Schools.

SECT. 4. Any pupil may be admitted into the Grammar Schools who, on examination by the master or any of his assistants, shall be found able to read, at first sight, easy prose ; to spell common words of one, two, or three syllables ; to distinguish and name the marks of punctuation ; to perform mentally such simple questions in Addition, Subtraction, and Division, as are found in Part First of Emerson's North American Arithmetic ; to answer readily to any proposed combination of the Multiplication Table in which neither factor exceeds ten ; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of one hundred ; and to enunciate, clearly and accurately, the elementary sounds of our language. And no pupil who does not possess these qualifications shall be admitted into any Grammar School, except by special permit of the District Committee.

Examination of
primary scholars
for promotion to Grammar School.

SECT. 5. Within the two weeks preceding the first Monday in March, annually, the Master of each Grammar School shall visit each Primary which is expected to send pupils to his school ; and he shall examine the first class in each of said schools, and shall give certificates of admission to the Grammar School to such as he may find qualified in accordance with the foregoing requirements. But in the month of July, annually, each

Certificates of
admission.

teacher in the Primary Schools shall accompany her first class to such Grammar Schoolhouse in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors, and shall give certificates to those who are found to be properly qualified. If, however, the parent or guardian of any applicant not admitted on the examination of the master, is dissatisfied with his decision, such person may appeal to the District Committee for another examination of said applicant.

SECT. 6. Pupils admitted from the Primary Schools are expected to enter the Grammar Schools on the first Monday of March and of September; but all other applicants residing in the District, found on examination *qualified in all respects*, may enter the Grammar Schools by applying to the master at the schoolhouse, on Monday morning of any week when the schools are in session. Pupils regularly transferred from one Grammar School to another, may be admitted at any time, on presenting their certificates of transfer, without an examination.

Times of admitting pupils to Grammar Schools.

SECT. 7. No lessons shall be assigned to girls to be studied out of school; and, in assigning out-of-school lessons to boys, the instructors shall not assign a longer lesson daily than a boy of good capacity can acquire by an hour's study; nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school in order to learn them; and no out-of-school lessons shall be assigned on Saturday.

Out-of-school lessons.

SECT. 8. Each school or department of a school shall be divided into four classes. Each class shall consist of two or more divisions, each of which sections shall pursue the studies, and use the text-books, assigned to

Classes and sections.

its class ; but whenever it shall appear that a division of a lower class has, in any particular branch of study, made the attainments requisite for promotion to a higher class, at a period earlier than the regular time for general promotion, then such division may, at the discretion of the master, and with the approval of the Committee, enter upon the study of one of the text-books prescribed for the next higher class.

Text-books.

SECT. 9. The books and exercises of the several classes shall be as follows, viz : —

Same.

Class 4. — No. 1. Worcester's Spelling Book. 2. Hillard's Fourth Class Reader. 3. Writing in each school, in such Writing Books as the District Committee may approve. 4. Drawing in Bartholomew's Drawing Books. 5. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and blackboard. 6. Warren's Primary Geography.

Same.

Class 3. — No. 1. Worcester's Spelling Book. 2. Hillard's Third Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, and Eaton's Common School Arithmetic, revised edition. 5. Drawing in Bartholomew's Drawing Books. 6. Warren's Primary Geography. 7. Kerl's Elementary English Grammar.

Same.

Class 2. — No. 1. Spelling. 2. Hillard's Second Class Reader. 3. Writing, as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, and Eaton's Common School Arithmetic, revised editions. 5. Warren's Common School Geography, with exercises in Map Drawing, on the blackboard, and by pen and pencil. 6. Kerl's Elementary English Grammar, or Earl's Comprehensive English Grammar. 7. Drawing in Bartholomew's Drawing Books. 8. Exercises in

Composition, and, in the Boys' schools, Declamation.

9. Swan's First Lessons in the History of the United States.

Class 1. — No. 1. Spelling. — Adams's Spelling Book Text-books.
for advanced classes, *permitted*. 2. Reading in Hillard's
First Class Reader. 3. Writing, as in Fourth Class.
4. Geography, as in Class Two. 5. Warren Colburn's
First Lessons, new edition, and Eaton's Common School
Arithmetic, revised edition. 6. Grammar. 7. Exercises
in Composition, and in the boys' schools, in Declamation.
8. Drawing in Bartholomew's Drawing Books. 9. Worcester's
Dictionary. 10. Book-keeping by single entry. 11. Worcester's
History. 12. Hall's Manual of Morals, — a Monday morning
lesson, with oral instruction. 13. Instruction in Natural
Philosophy, using Parker's Compendium, or Olmstead's
Rudiments, as a text-book, with the Philosophical Apparatus
provided for the schools, shall be given at least to the first
division of the First Class. 14. Instruction in Physical
Geography, by occasional exercises; the treatise of Warren,
or of Carteé, being used as a text book. 15. Hooker's
Primary Physiology.

SECT. 10. In teaching Arithmetic to the several Permitted books.
classes, every teacher shall be at liberty to employ such
books as he shall deem useful, for the purpose of afford-
ing illustration and examples; but such books shall not
be used to the exclusion or neglect of the prescribed
text-books; nor shall the pupils be required to furnish
themselves with any books but the text-books.

SECT. 11. One treatise on Mental Arithmetic, and Text-books.
one treatise on Written Arithmetic, and no more, shall
be used as text-books in the Grammar Schools.

SECT. 12. Two half-hours each week in the Gram- Instruction in music.

mar Schools shall be devoted to the study and practice of Vocal Music. Instruction shall be given to the First and Second Classes by the music teachers. Musical notation, the singing of the scale, and exercises in reading simple music shall be practised twice a week by the lower classes under the direction of the assistant teachers; and the pupils shall undergo examinations and receive credits for proficiency in music, as in the other studies pursued in the schools.

Examination in music.

Arrangement of the studies and recitations.

SECT. 13. It is recommended that in the arrangement of the studies and recitations in the Grammar Schools, those which most severely task the attention and effort of the pupils be, as far as possible, assigned for the forenoon.

Committees to superintend the organization of the first class.

SECT. 14. It shall be the duty of the Committee of each Grammar School, at the beginning of each school year, either at a special meeting called for this purpose, or through their chairman, previously authorized to act in their name, to superintend the organization of the first class, and to see that none are retained members thereof who ought to join the English High School, or the Girls' High and Normal School.

No pupils to be retained who should join the High Schools.

CHAPTER XI.

Regulations of the English High School.

English High School established, and its object.

SECTION 1. This school is situated in Bedford Street. It was instituted in 1821, with the design of furnishing the young men of the city, who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the other Public Schools, with the means of completing a good English education, and fit-

ting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years, and those who attend for that period and complete that course, are considered to have been graduated at the school. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration. To this school apply the following regulations, in addition to those common to all the schools.

SECT. 2. The instructors in this school shall be a Instructors. master, two sub-masters, and as many ushers as shall allow one instructor to every thirty-five pupils, but no additional usher shall be allowed for a less number. The Sub-Committee may furnish the master with an assistant in his room whenever the number of pupils remaining in the school through the fourth year shall in their judgment make it necessary. The salary of said assistant shall not exceed the salary paid to an usher in this school during his first year of service. It shall be a necessary qualification in all these instructors, that they have been educated at some respectable college, and that they be competent to instruct in the French language.

SECT. 3 Candidates for admission to this school shall be examined once a year, on the Wednesday and Thursday next succeeding the exhibition of the Grammar Schools in July. Any boy then offering himself as a candidate for admission, shall present a certificate from his parent and guardian, that he has reached the age of twelve years, also a certificate of good moral character, and of presumed literary qualifications, from the master of the school which he last attended, and shall pass a Time of examining candidates for admission.

satisfactory examination in the following studies, viz : Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States.

Annual examination of candidates.

SECT. 4. It shall be the duty of the Committee on the English High School to be present at the annual examination of candidates for admission, but said examination shall be conducted by the instructors, from questions previously prepared, on all the branches, and subject to the approval of the Committee. The examination shall be strict; and a thorough knowledge of the required studies shall be indispensable to admission.

SECT. 5. On admission, pupils shall be arranged in divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced according to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

Reviews.

SECT. 6. It shall be the duty of the master to examine each division as often as may be consistent with the attention due to those under his immediate instruction. Each class or section shall be occasionally reviewed in its appropriate studies, and once a quarter there shall be a general review of all the previous studies of that quarter.

School hours.

SECT. 7. The school shall hold one session, daily, commencing at 9 A. M. and closing at 2 P. M., except on Saturday, when the school shall close at 1 o'clock.

Course of studies and text-books.

SECT. 8. The course of study and instruction in this school shall be as follows :—

Class 3. 1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the city. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

Class 2. 1. Sherwin's Algebra, continued. 2. French *Same.* Language, continued. 3. Drawing, continued. 4. Legendre's Geometry. 5. Book-keeping. 6. Blair's Rhetoric. 7. Constitution of the United States. 8. Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical calculations, &c. 9. Paley's Evidences of Christianity, — a Monday morning lesson.

Class 1. Trigonometry, with its applications, &c., *Same.* continued. 2. Paley's Evidences, continued, — a Monday morning lesson. 3. Drawing continued. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on English Literature. 10. French, continued, — or the Spanish Language may be commenced by such pupils as in the judgment of the master have acquired a competent knowledge of the French, Warren's Treatise on Physical Geography, or Carteé's Physical Geography and Atlas, is *permitted* to be used.

For the pupils who remain at the school the fourth year, the course of studies shall be as follows : —

1. Astronomy. 2. Intellectual Philosophy. 3. Logic. *Same.* 4. Spanish. 5. Geology. 6. Chemistry. 7. Mechanics, Engineering, and the higher Mathematics, with some option.

SECT. 9. The several classes shall also have exercises *Same.* in English Composition and Declamation. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with these fundamental branches of a good education.

Diplomas to
graduates.

SECT. 10. Each pupil who shall graduate from this school, having honorably completed its course of instruction to the satisfaction of the principal and the Committee, shall be entitled to receive a suitable diploma on leaving school.

CHAPTER XII.

Regulations of the Girls' High and Normal School.

Establishment
and object of
the school.

SECTION 1. This school is situated in Mason Street. It was instituted in 1852, with the design of furnishing to those pupils who have passed through the usual course of studies at the Grammar Schools for girls, and at other girls' schools in this city, an opportunity for a higher and more extended education, and also to fit such of them as desire to become teachers. The following are the regulations of this school, in addition to those common to all the schools.

Instructors.

SECT. 2. The instructors shall be, a master, and as many assistants as may be found expedient; but the whole number of assistants shall not exceed the ratio of one for every thirty pupils.

Admission of
pupils.

SECT. 3. The examination of candidates for admission to the schools, shall take place annually, on the Wednesday and Thursday next succeeding the day of the annual exhibition of the Grammar Schools in July.

Same.

SECT. 4. Candidates for admission must be over fifteen, and not more than nineteen years of age. They must present certificates of recommendation from the teachers whose schools they last attended, and must pass a satisfactory examination in the following branches, viz: Spelling, Reading, Writing, Arithmetic, English Grammar, Geography, and History.

SECT. 5. The examination shall be conducted by the Same. instructors of the school, both orally and from written questions previously prepared by them, and approved by the Committee of the school. It shall be the duty of the said Committee to be present and to assist at the examination, and the admission of candidates shall be subject to their approval.

SECT. 6. The course of studies and instruction in this school shall be as follows : — Course of instruction.

Junior Class. Reading, Spelling, and Writing continued. Arithmetic, Geography, and Grammar reviewed. Physical Geography, Natural Philosophy, Analysis of Language and Structure of Sentences. Synonymes. Rhetoric. Exercises in English Composition. History. Latin, begun. Exercises in Drawing and in Vocal Music.

Middle Class. Natural Philosophy continued. English Literature. Algebra. Moral Philosophy. Latin, continued. French, begun (instruction given by a native French teacher). Rhetoric, with exercises in Composition, continued. Physiology, with Lectures. General History. Exercises in Drawing and in Vocal Music. Reading standard English Works, with exercises in Criticism.

Senior Class. Latin and French, continued. Geometry. General History. Intellectual Philosophy. Astronomy. Chemistry, with lectures. Exercises in Composition. Exercises in Drawing and in Vocal Music. Exercises in Criticism, comprising a careful examination of works of the best English authors. Instruction in the theory and Practice of Teaching. Such instruction in Music shall be given to all the pupils as may qualify them to teach Vocal Music in our Public Schools.

School hours.

SECT. 7. The sessions of the schools shall begin at 9 o'clock, A. M. and close at 2 o'clock P. M., except on Wednesday and Saturday, when the school shall close at 1 o'clock.

Visitations by parents and friends.

SECT. 8. Instead of a public exhibition in this school the parents and friends of the pupils shall be invited through the pupils to attend the regular exercises in the various rooms during the five days preceding the last school-day of the school year. And during such visitations the exercises of the school shall be conducted in the usual manner.

Pupils may remain three years.

SECT. 9. The plan of study shall be arranged for three years. Pupils who have attended for that period, and who have completed the course in a manner satisfactory to the teachers and the Committee on the school, shall be entitled to receive a diploma or certificate to that effect, on leaving school.

Diploma.

CHAPTER XIII.

Regulations of the Latin Grammar School.

SECTION 1. This school, situated in Bedford Street, was instituted early in the 17th century.

Objects of the schools.

SECT. 2. The rudiments of the Latin and Greek languages are taught, and scholars are fitted for the most respectable colleges. Instruction is also given in Mathematics, Geography, History, Declamation, English Grammar, Composition, and in the French language.

The following Regulations, in addition to those common to all the schools, apply to this school.

Instructors.

SECT. 3. The instructors in this school shall be a master, a sub-master, and as many ushers as shall allow

one instructor to every thirty-five pupils, and no additional usher shall be allowed for a less number.

SECT. 4. It shall be a necessary qualification for the Same. instructors of this school, that they shall have been educated at a college of good standing.

SECT. 5. Each candidate for admission shall have attained the age of ten years, and shall produce from the master of the school he last attended, a certificate of good moral character. He shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, understand Mental Arithmetic and the simple rules of Written Arithmetic, and be able to answer the most important questions in Geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar shall be considered equivalent to that of English. Candidates for admission.

SECT. 6. Boys shall be examined for admission to this school only once a year, viz: on the Friday and Saturday of the last week of the vacation succeeding the exhibition of the school in July. Time of examining candidates for admission.

SECT. 7. The regular course of instruction shall continue six years, and no scholar shall enjoy the privileges of this school beyond that term, unless by written leave of the Committee. But scholars may have the option of completing their course in five years or less time, if willing to make due exertions, and shall be advanced according to scholarship. Pupils may remain six years.

SECT. 8. The sessions of the school shall begin at 9 o'clock A. M. and close at 2 o'clock P. M. on every school-day throughout the year, except on Saturday, when the school shall close at 1 o'clock. School hours.

SECT. 9. The school shall be divided into classes and subdivisions, as the master, with the approbation of the Committee, may think advisable. Classes.

SECT. 10. The master shall examine the pupils under the care of the other teachers in the school as often as he can consistently with proper attention to those in his own charge.

Course of
studies and
text-books.

SECT. 11. The books and exercises required in the course of instruction in this school, are the following :—

Class 6. 1. Andrews and Stoddard's Latin Grammar. 2. English Grammar. 3. Reading English. 4. Spelling. 5. Mental Arithmetic. 6. Mitchell's Geographical Questions. 7. Declamation. 8. Penmanship. 9. Andrews' Latin Lessons. 10. Andrews' Latin Reader.

Class 5. 1, 2, 3, 4, 7, 8, continued. 11. Vrii Romæ. 12. Written translations. 13. Colburn's Sequel. 14. Cornelius Nepos. 15. Arnold's Latin Prose Composition.

Class 4. 1, 2, 3, 4, 7, 8, 12, 13, 15, continued. 16. Sophocles' Greek Grammar. 17. Sophocles' Greek Lessons. 18. Cæsar's Commentaries. 19. Fasquelle's French Grammar. 20. Exercises in speaking and reading French with a native French teacher.

Text-books.

Class 3. 1, 2, 3, 4, 7, 8, 12, 13, 15, 16, 19, 20, continued. 21. Ovid's Metamorphoses. 22. Arnold's Greek Prose Composition. 23. Felton's Greek Reader. 24. Sherwin's Algebra. 25. English Composition. 26. Le Grandpere.

Same.

Class 2. 1, 2, 3, 4, 7, 8, 15, 16, 19, 21, 22, 23, 54, 25, continued. 27. Virgil. 28. Elements of History. 29. Translations from English into Latin.

Same.

Class 1. 1, 7, 15, 16, 19, 20, 21, 22, 23, 25, 27, 28, 29, continued. 30. Geometry. 31. Cicero's Orations. 32. Composition of Latin Verses. 33. Composition in French. 34. Ancient History and Geography.

The following books of reference may be used in pursuing the above studies : —

Leverett's Latin Lexicon, or Gardner's abridgment of the same.

Andrews' Latin Lexicon.

Liddell and Scott's Greek Lexicon, or Pickering's Greek Lexicon, last edition.

Worcester's School Dictionary.

Smith's Classical Dictionary.

Smith's Dictionary of Antiquities.

Baird's Classic Manual. Warren's Treatise on Physical Geography, or Cartée's Physical Geography and Atlas is *permitted* to be used.

SECT. 12. No Translations, nor any Interpretation, Keys, or Orders of Construction, are allowed in the school.

SECT. 13. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with those fundamental branches of a good education.

SECT. 14. Each pupil who shall honorably complete the course of studies prescribed for this school, to the satisfaction of the principal and the Committee, shall be entitled to receive a suitable diploma or certificate to that effect at graduation.

Diploma or
certificate.

BOUNDARIES
OF THE
GRAMMAR SCHOOL SECTIONS.

Adams School, for Boys and Girls.

Comprises that portion of East Boston lying south and east of a line running from the Bay on the east, through Porter Street to the railroad, thence along the railroad to Decatur Street, through Decatur to Chelsea Street, through Chelsea to Elbow Street, through Elbow to Meridian Street, through Meridian to Maverick Street, through Maverick to Havre Street, through Havre Street to the water.

Bigelow School for Boys and Girls.

Comprises all that part of South Boston lying between the sections of the Lawrence and the Lincoln School.

Bowditch School, for Girls.

Commencing at the foot of State Street, through State, Washington, Summer, and Kingston streets, to the Worcester Railroad; thence by the railroad to its junction with Albany Street; thence by a line drawn at right angle with Albany Street, to the water; thence by the water to the bound first named.

Bowdoin School, for Girls.

Commencing at Cambridge Bridge, thence by the centre of Cambridge Street to Staniford Street, thence through the centre

of Staniford to Green Street, thence across Green Street and through the centre of Lyman Place to Prospect Street, thence through the centre of Prospect to Causeway Street, thence through the centre of Causeway Street to the Boston and Maine Railroad, thence by said railroad to Haymarket Square, thence through the centre of Haymarket Square to Portland Street, thence through the centre of Portland to Sudbury Street, thence through the centre of Sudbury to Court Street, thence through the centre of Court to Washington Street, through Washington to West Street, thence across the Common to the Milldam, including the tenements on both sides of the Milldam road, and thence by the water to the bound first named.

Boylston School, for Boys.

Commencing at the water opposite Federal Street, thence through Federal, including both sides, to Milk Street, thence through the centre of Milk to Congress Street, thence through the centre of Congress to State Street, thence through the centre of State Street to the water, thence by the water to the bound first named.

Brimmer School, for Boys.

Includes all that portion of Boston which lies west of the centre of Washington Street, between the centre of Dedham Street and the centres of School and Beacon streets.

Chapman School, for Boys and Girls.

Comprises that portion of East Boston lying north of a line commencing at the Mystic River and running easterly through Central Square and Porter Street, along its continuation, to the Bay on the east.

Dwight School, for Boys.

Includes all of Boston south of the centre of Dedham Street.

Eliot School, for Boys.

Beginning at the water at the foot of Richmond Street, thence through the centre of Richmond to Salem Street, thence by the centre of Salem to Cooper Street, thence by the centre of Cooper to Beverly Street, thence by the centre of Beverly, and in the same direction with Beverly Street, to the water, thence by the water to the point begun at.

Everett School, for Girls.

Includes all of Boston south of the centre of Dedham Street.

Franklin School, for Girls.

Includes all that portion of Boston which lies between the centre of Dedham Street on the south, and the Worcester Railroad and a line drawn from its junction with Albany Street to the water on the north.

Hancock School, for Girls.

Commencing on the Maine Railroad at the water, thence by the railroad to Haymarket Square, through the centre of Haymarket Square to Portland Street, through the centre of Portland to Sudbury Street, through the centre of Sudbury to Court Street, through the centre of Court to State Street, through the centre of State Street to the water, thence by the water to the Maine Railroad, the bound first named.

Lawrence School, for Boys and Girls.

Comprises all that part of South Boston west and northwest of D. Street.

Lincoln School, for Boys and Girls.

Includes all that part of South Boston east of Old Harbor Street, and of a line running through the centre of Fifth and F streets to the shore of Boston Harbor.

Lyman School, for Boys and Girls.

Commencing at the Mystic River and running easterly through Central Square and Porter Street to the railroad, thence along the railroad through Decatur, Chelsea, Elbow, Meridian, Maverick, and Havre streets to the water, thence by the water to the bound first named.

Mayhew School, for Boys.

Commencing at the foot of Leveret Street, at Cragie's Bridge, thence through the centre of Leveret to Green Street, thence through the centre of Green to Chambers Street, thence through the centre of Chambers to Cambridge Street, thence across Cambridge and through the centre of Joy Street to Beacon Street, thence through the centre of Beacon and School streets to Washington Street, thence through the centre of Washington to State Street, thence through the centre of State Street to the water, thence by the water to the foot of Richmond Street, thence by the centre of Richmond to Salem Street, thence by the centre of Salem to Cooper Street, thence by the centre of Cooper Street to Beverly Street, thence by the centre of Beverly, and in the same direction with Beverly Street, to the water, thence by the water to the point begun at.

Phillips School, for Boys.

Commencing at the Milldam, thence by the centre of Beacon to Joy Street, thence through the centre of Joy to Cambridge Street, thence across Cambridge Street, and through the centre of Chambers and Green streets to Leveret Street, thence through the centre of Leveret Street to Cragie's Bridge, and thence by the water to the bound first named, including the tenements on both sides of the Milldam.

Quincy School, for Boys.

Includes all that portion of Boston lying between the centre of Dedham Street and the centre of State Street, bounded on the west by the centre of Washington Street, and on the east by a line running through the centres of Congress, Milk, Federal, excluding both sides, and Summer streets, and by the water.

Wells School, for Girls.

Commencing at the water on the easterly end of Cambridge Bridge, thence by the water to the Boston and Maine Railroad, thence by said railroad to Causeway Street, thence by the centre of Causeway to Prospect Street, thence by the centre of Prospect Street to Lyman Place, thence by the centre of Lyman Place to Green Street, thence across Green and through the centre of Staniford to Cambridge Street, thence by the centre of Cambridge Street to the bound first named.

Winthrop School, for Girls.

Commencing at the water near the Milldam, thence across the Common to West Street, through the centre of West to Washington Street, through the centre of Washington to Summer Street, through the centre of Summer and Kingston streets, to the Worcester Railroad, thence by the railroad, to the bound first named.

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ORGANIZATION
OF THE
PUBLIC SCHOOLS.

SCHOOL COMMITTEE

FOR 1864.

HON. FREDERIC W. LINCOLN, JR., MAYOR, *ex officio*.

GEORGE S. HALE, PRESIDENT OF THE COMMON COUNCIL, *ex officio*.

TERM EXPIRES JAN. 1865.	TERM EXPIRES JAN. 1866.	TERM EXPIRES JAN. 1867.
WARD		
1.—Adino B. Hall, Martin Griffin.	George F. Haskins, Horace Dodd.	Benjamin Fessenden, Charles A. Turner.
2.—John Noble, Samuel T. Cobb.	J. Wesley Hinckley, Seth C. Ames.	Edwin Wright, Bradford L. Crocker.
3.—Edward D. G. Palmer, Benjamin T. Gould.	Aaron P. Richardson, George Hubbard.	Aurelius L. Weymouth, Timothy H. Smith.
4.—John A. Lamson, John A. Stevens.	Dexter S. King, Walbridge A. Field.	Nathaniel B. Shurtleff, Ezra Palmer.
5.—John F. Jarvis, John Newell.	Francis Brown, Henry Warren.	Samuel H. Winkley, Denzel M. Crane.
6.—J. Baxter Upham, Le Baron Russell.	Samuel K. Lothrop, George W. Tuxbury.	Henry, Burroughs, Jr. Loring Lothrop.
7.—Charles D. Homans, John P. Ordway.	Patrick Riley, George Hayward.	Michael Moran, M. Field Fowler.
8.—Thomas M. Brewer, Henry W. Haynes.	Elijah C. Drew, Edmund T. Eastman.	Dio Lewis, Charles H. Spring.
9.—William E. Underwood, George M. Steele.	Elisha Bassett, Charles Torrey.	Joseph L. Drew, John H. Stephenson.
10.—Enoch C. Rolfe, Salem T. Lamb,	Stephen L. Emery. Henry W. Harrington,	Charles Edward Cook, Ira L. Moore.
11.—Frederic F. Thayer, William H. Thomes.	William H. Learnard, Jr. Matthias Rich, Jr.	Alden Speare, Charles W. Slack.
12.—Edwin Briggs, James T. Hewes.	J. Proctor Haskins, Edward H. Brainard.	J. I. T. Coolidge. Seth K. Crowell.

JOHN D. PHILBRICK, *Superintendent of Public Schools.*

BARNARD CAPEN, *Secretary of School Committee.*

Rooms in the Congregational Library Building, No. 23 Chauncy Street.

ORGANIZATION
OF THE
BOARD OF SCHOOL COMMITTEE.

STANDING COMMITTEES.

COMMITTEE ON ELECTIONS.

Messrs. Joseph L. Drew, 52 Warren Street.
Benjamin Fessenden, 25 Charter Street.
Martin Griffin, 6 Prince Street.
Edward H. Brainard, 161 Broadway.
Stephen L. Emery, 603 Tremont Street.

COMMITTEE ON RULES AND REGULATIONS.

Messrs. William H. Learnard. Jr., 61 Rutland Street.
Charles D. Homans, 12 West Street.
George F. Haskins, 2 North Square.
George Hayward, 13 Temple Place.
Elisha Bassett, 335 Tremont Street.

COMMITTEE ON SALARIES.

Messrs. Adino B. Hall, 89 Salem Street.
Loring Lothrop, 43 Pinckney Street.
Charles W. Slack, 10 Garland Street.
John A. Lamson, 1 Staniford Street.
Edmund T. Eastman, 50 Essex Street.

COMMITTEE ON ACCOUNTS.

Messrs. Enoch C. Rolfe, 616 Washington Street.
Elijah C. Drew, 40 State Street.
Samuel T. Cobb, 22 School Street.
Henry W. Haynes, 35 Court Street.
Patrick Riley, 10 Lincoln Street.

COMMITTEE ON TEXT-BOOKS.

Messrs. S. K. Lothrop, 12 Chestnut Street.
Henry Burroughs, Jr., 82 Mount Vernon Street.
Ezra Palmer, 1 Tremont Place.
John F. Jarvis, 22 Leveret Street.
George W. Tuxbury, 19 Court Street.

COMMITTEE ON SCHOOLHOUSES.

Messrs. William E. Underwood, 743 Washington Street.
Nathaniel B. Shurtleff, 2 Beacon Street.
Thomas M. Brewer, 131 Washington Street.
Charles Edward Cook, 220 Washington Street.
Edwin Wright, 9 Joy's Building.

COMMITTEE ON MUSIC.

Messrs. J. Baxter Upham, 31 Chestnut Street.
Le Baron Russell, 34 Mount Vernon Street.
Aaron P. Richardson, 17 Green Street.
John P. Ordway, 42 Bedford Street.
J. I. T. Coolidge, 280 Broadway.

COMMITTEE ON PRINTING.

Messrs. Henry W. Harrington, 3 Corey Avenue.
John A. Stevens, 41 Howard Street.
Dexter S. King, 34 Bowdoin Street.
William H. Thomes, 100 Washington Street.
J. Proctor Haskins, Seventh, near E Street.

LATIN AND HIGH SCHOOLS.

LATIN SCHOOL, BEDFORD STREET.

COMMITTEE.

Nathaniel B. Shurtleff, *Chairman*, 2 Beacon Street.

Frederic F. Thayer, *Secretary*, 6 Concord Square.

George F. Haskins, 2 North Square.

Edwin Wright, 9 Joy's Building.

Edward D. G. Palmer, 3 Montgomery Place.

Samuel H. Winkley, 5 Chambers Street.

George W. Tuxbury, 19 Court Street.

Charles D. Homans, 12 West Street.

Henry W. Haynes, 35 Court Street.

George S. Hale, 4 Court Street.

George M. Steele, 32 Marion Street.

Charles Edward Cook, 220 Washington Street.

James T. Hewes, 53 G Street.

Francis Gardner, *Master*,

Edward H. Magill, *Sub-Master*.

William R. Dimmock, *Sub-Master*.

Charles J. Capen, Moses Merrill, Joseph A. Hale, and Albert Palmer,
Ushers.

Ferdinand Bocher, *Teacher of French*.

ENGLISH HIGH SCHOOL, BEDFORD STREET.

COMMITTEE.

S. K. Lothrop, *Chairman*, 12 Chestnut Street.
Salem T. Lamb, *Secretary*, 10 Burroughs Place.
Martin Griffin, 6 Prince Street.
John Noble, 4 Princeton Street.
Benjamin T. Gould, 1 Prospect Street.
Dexter S. King, 34 Bowdoin Street.
Henry Warren, 25 Green Street,
Patrick Riley, 10 Lincoln Street.
George S. Hale, 4 Court Street.
Elijah C. Drew, 40 State Street.
William E. Underwood, 743 Washington Street.
William H. Thomes, 20 Concord Square.
Edwin Briggs, 67 Dorchester Street.

Thomas Sherwin, *Master*.
Charles M. Cumston, *First Sub-Master*.
Luther W. Anderson, *Second Sub-Master*.
Ephraim Hunt and Ira G. Hoitt, *Ushers*.
William N. Bartholomew, *Teacher of Drawing*.

GIRLS' HIGH AND NORMAL SCHOOL, MASON STREET.

COMMITTEE.

Henry Burroughs, Jr., *Chairman*, 82 Mount Vernon Street.
 John F. Jarvis, *Secretary*, 22 Leveret Street.
 Adino B. Hall, 89 Salem Street.
 Samuel T. Cobb, 2 Belmont Square.
 Aaron P. Richardson, 17 Green Street.
 Ezra Palmer, 1 Tremont Place.
 George Hayward, 13 Temple Place.
 George S. Hale, 4 Court Street.
 Thomas M. Brewer, 131 Washington Street.
 Elisha Bassett, 335 Tremont Street.
 Enoch C. Rolfe, 616 Washington Street.
 Alden Speare, 15 Brookline Street.
 J. I. T. Coolidge, 280 Broadway.

William H. Seavey, *Master*.
 Harriet E. Caryl, *Head Assistant*.

ASSISTANTS.

Maria A. Bacon,	Margaret A. Badger,
Helen W. Avery,	Emma A. Temple,
Catharine Knapp,	Mary E. Scates,
Adeline L. Sylvester,	Mary H. Ellis,
Frances A. Poole,	Elizabeth C. Light.

William N. Bartholomew, *Teacher of Drawing*.
 Carl Zerrahn, *Teacher of Music*.
 Philip Wilner, *Teacher of German*.
 Philip W. Gengembre, *Teacher of French*, South Boston.

THE SCHOOL DISTRICTS,

ARRANGED IN ALPHABETICAL ORDER.

ADAMS SCHOOL DISTRICT.

COMMITTEE.

Seth C. Ames, *Chairman*, 131 Webster Street.

Samuel T. Cobb, *Secretary*, 2 Belmont Square.

J. Wesley Hinkley, 29 Meridian Street.

John Noble, 81 Lexington Street.

Edwin Wright, 134 Lexington Street.

Bradford L. Crocker, 124 Webster Street.

Charles A. Turner, 364 Hanover Street.

ADAMS SCHOOL, BELMONT SQUARE, EAST BOSTON.

Percival W. Bartlett, *Master*,

Cl. I., Div. 1, Room No. 14, 5th Story.

Robert C. Metcalf, *Sub-Master*,

Cl. I., Div. 2, Room No. 8, 3d Story.

Jane S. Tower, *Head Assistant*,

Master's Room.

Margaret J. Allison, *Head Assistant*,

Cl. II., Girls. Room No. 12, 4th Story.

Elizabeth E. Lothrop, *Head Assistant*,

Cl. II., Boys. Room No. 4, 2d Story.

Assistants.

Josephine J. Longley,

Cl. III., Div. 1, Girls.

Martha E. Webb,

Cl. III., Div. 1, Boys.

Juliette J. Pierce,

Cl. III., Div. 2, Boys.

Almira G. Smith,

Cl. IV., Div. 1, Girls.

Sarah J. D'Arcy,

Cl. IV., Div. 2, Boys.

Mary M. Morse,

Cl. IV., Div. 1, Boys.

Lucy A. Wiggin,

Cl. IV., Div. 3, Boys and Girls.

Eunice H. C. Culver, *Teacher of Sewing*.

Charles Butler, *Instructor in Music*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Emily C. Morse,	No. 1 — Sumner Street,	} Messrs. Cobb & Turner.
Rosa L. Morse,	2 " "	
Eliza A. Wiggin,	Adams Schoolhouse,	
Mary L. McLoud,	" "	
Mary E. Morse,	" "	
Elizabeth Lincoln,	1 — Webster Street,	} Messrs. Ames & Turner.
Mary H. Allen,	2 " "	
Susan D. Wilde,	3 " "	
Esther L. Morse,	4 " "	

BIGELOW SCHOOL DISTRICT.

COMMITTEE.

J. I. T. Coolidge, *Chairman*, 280 Broadway.

Seth K. Crowell, *Secretary*, 299 Broadway.

J. Procter Haskins, Seventh, near E Street.

Edwin Briggs, 67 Dorchester Street.

Edward H. Brainard, 161 Broadway.

James T. Hewes, 53 G Street.

Dio Lewis, 20 Essex Street.

BIGELOW SCHOOL, FOURTH STREET, SOUTH BOSTON.

Charles Goodwin Clarke, *Master*,
Cl. I., Div. 1, Room 1.

Joseph Hale, *Sub-Master*,
Cl. I., Div. 2, Room 9.

Rachel C. Mather, *Head Assistant*,
Cl. I., Div. 1, Room 1.

Mary A. Currier, *Head Assistant*,
Cl. II., Div. 1, Room 2. Boys.

Celinda Seaver, *Head Assistant*,
Cl. IV., Div. 1.

Assistants.

Julia M. Baxter,
Cl. II., Div. 1. Girls.

Mary A. Hale,
Cl. II., Div. 2.

Mary E. Oliver,
Cl. III., Div. 1.

Emily A. Russell,
Cl. III., Div. 3.

Roxanna N. Blanchard,
Cl. III., Div. 4.

Lavina B. Pendleton,
Cl. III., Div. 5.

Florence W. Stetson,
Cl. III., Div. 2.

Julia Clapp,
Cl. IV., Div. 2.

Elizabeth Williams,
Cl. IV., Div. 3.

Cl. IV., Div. 4.

Washington Village Branch.

Harriet S. Howes,
Cl. IV., Divs. 1, 2, 3.

Henrietta M. Whiton, *Teacher of Sewing.*
Albert Drake, *Teacher of Music.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Jane H. Stickney,	No. 1 — Hawes Hall,	} Mr. Briggs.
Mary P. Colburn,	2 " "	
Jane Lyon,	4 " "	} " Hewes.
Martha C. Jenks,	5 " "	
Anna R. Thornton,	6 " "	} " Crowell.
Anna C. Gill,	7 " "	
Emma T. Tinkham,	8 " "	" Coolidge.
Josephine B. Cherrington,	Lyceum Hall,	} " Brainard.
Sarah A. Graham,	" "	
Maria A. Cook,	Washington Village,	} " Haskins.
Emeline L. Tolman,	" "	
Emeline W. Goodwin,	" "	
—————,	Mattapan Hall,	" Lewis.
Mary L. Howard,	Rear of Hawes Hall,	" Coolidge.

BOWDITCH SCHOOL DISTRICT.

COMMITTEE.

Henry W. Haynes, *Chairman*, 35 Court Street.
Walbridge A. Field, *Secretary*, 20 Court Street.
Thomas M. Brewer, 131 Washington Street.
Patrick Riley, 10 Lincoln Street.
S. K. Lothrop, 12 Chestnut Street.
John P. Ordway, 42 Bedford Street.
George Hayward, 13 Temple Place.
Michael Moran, 73 Purchase Street.
M. Field Fowler, 25 South Street.

BOWDITCH SCHOOL, SOUTH STREET.

William T. Adams, <i>Master</i> ,	Clarinda R. F. Treadwell, <i>Head Asst't</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Carrie L. G. Badger, <i>Head Assistant</i> ,	Susan H. Thaxter, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. III., Div. 1.

Assistants.

Catharine S. Clinton,	Caroline W. Marshall,
Cl. I., Div. 2.	Cl. III., Div. 4.
Frances R. Honey,	Mary M. T. Foley,
Cl. I., Div. 2.	Cl. III., Div. 3.
Ellen M. S. Treadwell,	Sarah E. Daley,
Cl. II. Div. 2.	Cl. IV., Div. 1.
Ellen McKendry,	Annie B. Thompson,
Cl. II., Div. 3.	Cl. IV., Div. 2.
Ann Nowell,	Rosalie Y. Abbott,
Cl. II., Div. 4.	Cl. IV., Div. 3.
Mary E. Nichols,	—————, —————,
Cl. III., Div. 2.	Cl. IV., Div. 4.

Ward Room, Harrison Avenue.

Sarah A. Pope, <i>Assistant</i> ,	Georgiana M. L. Evert, <i>Assistant</i> ,
Cl. IV., Div. 5.	Cl. IV., Div. 6.

Charles Butler, *Teacher of Music.*Eliza A. Baxter, *Teacher of Sewing.*Henry Farmer, *Janitor.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Lydia B. Felt,	High Street,	Mr. Field.
Ruth E. Rowe,	" "	" Fowler.
Celia Hixon,	" "	" Ordway.
Hannah E. G. Gleason, No. 1 —	High Street Place,	" Moran.
Angelia M. Newmarch,	2 " " "	" Haynes.
Maria J. Coburn,	3 " " "	" Fowler.
Ruth H. Clapp,	4 " " "	" Moran.
Octavia C. Heard,	5 " " "	" Hayward.
Mary G. Hillman,	6 " " "	" Ordway.
Harriette B. Cutler,	Belcher Lane,	" Lothrop.
H. Isabella Hopkins,	" "	" Brewer.
Anna M. Lecain,	Williams Street,	" Riley.

BOWDOIN SCHOOL DISTRICT.

COMMITTEE.

John A. Lamson, *Chairman*, 1 Staniford Street.
 Walbridge A. Field, *Secretary*, 20 Court Street.
 George W. Tuxbury, 19 Court Street.
 Aaron P. Richardson, 17 Green Street.
 Nathaniel B. Shurtleff, 2 Beacon Street.
 J. Baxter Upham, 31 Chestnut Street.
 Loring Lothrop, 43 Pinckney Street.
 Le Baron Russell, 34 Mount Vernon Street.
 John A. Stevens, 41 Howard Street.
 Ezra Palmer, 1 Tremont Place.

BOWDOIN SCHOOL, MYRTLE STREET.

Daniel C. Brown, <i>Master</i> ,	Mary A. Murdock, <i>Head Assistant</i> ,
	Cl. I., Div. 2.
Harriet M. E. Choate, <i>Head Asst't</i> ,	Rebecca Lincoln, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. I., Div. 3.

Assistants.

Mary F. Grant,	Martha A. Palmer,
Cl. II., Div. 1.	Cl. III., Div. 3.
Sophia B. Horr,	Irene W. Wentworth,
Cl. II., Div. 2.	Cl. IV., Div. 1.
Emily G. Wetherbee,	Lucy C. Gould,
Cl. III., Div. 1.	Cl. IV., Div. 2.
Eliza A. Fay,	Ann E. Kimball,
Cl. III., Div. 2.	Cl. IV., Div. 3.

Charles Butler, *Teacher of Music*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Malverda N. Pritchard,	Somerset Street,	Mr. Tuxbury.
Albertina G. Porter,	" "	" Stevens.
C. Eliza Wason,	" "	" Richardson.
Charlotte A. Curtis,	Blossom Street,	" Mr. Russell.
Olive Ruggles,	" "	" Richardson.
Lydia A. Isbel,	" "	" Lothrop.
Louisa J. Hovey,	" "	" Field.

Frances D. R. Whitman,	Joy Street,	Mr. Lamson.
—————, ————,	Old Phillips Schoolhouse,	“ Shurtleff.
Sarah E. Adams,	“ “ “	“ Upham.
Marianne Stephens,	“ “ “	“ Field.

BOYLSTON SCHOOL DISTRICT.

COMMITTEE.

Charles D. Homans, *Chairman*, 12 West Street.
 John A. Lamson, *Secretary*, 1 Staniford Street.
 Le Baron Russell, 34 Mount Vernon Street.
 Patrick Riley, 10 Lincoln Street.
 John P. Ordway, 42 Bedford Street.
 Charles Torrey, 105 Boylston Street.
 Edmand T. Eastman, 50 Essex Street.
 Walbridge A. Field, 20 Court Street.
 M. Field Fowler, 25 South Street.
 Michael Moran, 73 Purchase Street.

BOYLSTON SCHOOL, FORT HILL.

Alfred Hewins, <i>Master</i> ,	Willard S. Cobb, <i>Usher</i> ,
Cl. I., Div. I.	Cl. II., Div. 1.
John Jameson, <i>Sub-Master</i> ,	Mary A. Davis, <i>Head Assistant</i> .
Cl. I., Div. 2.	

Assistants.

Sarah Fuller,	Josephine M. Hanna,
Cl. II., Div. 2.	Cl. IV., Div. 1.
Mary L. Holland,	Susan B. Leeds,
Cl. III., Div. I.	Cl. IV., Div. 2.
Averick S. White,	Jane M. Bullard,
Cl. III., Div. 2.	Cl. IV., Div. 3.
	Emily S. Hutchins,
	Cl. IV., Div. 4.

Charles Butler, *Teacher of Music*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Clara A. Clarke,	No. 1 — Lane Place,	Mr. Ordway.
Margaret F. Tappan,	2 " "	" Russell.
Annie C. Haley,	3 " "	" Eastman.
Adelia E. Edwards,	4 " "	" Torrey.
Annie M. Heustis,	5 " "	} " Lamson.
Ellen M. Perkins,	6 " "	
Mary E. Sawyer,	7 " "	" Field.
Maria B. Clapp,	8 " "	" Fowler.
Celeste Weed,	9 " "	" Torrey.
Amelia E. N. Treadwell,	1 — Williams Street,	" Moran.
Mary L. G. Hanley,	2 " "	" Riley.
Julia B. Lombard,	Purchase Place,	" Homans.

BRIMMER SCHOOL DISTRICT.

COMMITTEE.

Charles Edward Cook, *Chairman*, 618 or 220 Washington Street.

Salem T. Lamb, *Secretary*, 10 Burroughs Place.

Elisha Bassett, 335 Tremont Street.

Henry W. Harrington, 3 Corey Avenue,

Enoch C. Rolfe, 616 Washington Street.

George M. Steele, 32 Marion Street.

Charles Torrey, 105 Boylston Street.

Joseph L. Drew, 52 Warren Street.

John H. Stephenson, 134 Boylston Street.

BRIMMER SCHOOL, COMMON STREET.

Joshua Bates, *Master*,
Cl. I., Div. 1.

William Reed, *Usher*,
Cl. I., Div. 3.

Wm. L. P. Boardman, *Sub-Master*,
Cl. I., Div. 2.

Rebecca L. Duncan, *Head Assistant*.

Assistants.

Mary E. Beek,	Cl. II., Div. I.	Annie P. James,	Cl. III., Div. 3.
Lavinia E. Bunton,	Cl. II., Div. 2.	Harriet N. Lane,	Cl. III., Div. 4.
Mercy T. Snow,	Cl. II., Div. 3.	Mercy A. Davie,	Cl. IV., Div. 1.
Susan P. Cunningham,	Cl. III., Div. 1.	Sarah J. March,	Cl. IV., Div. 2.
Amanda Snow,	Cl. III., Div. 2.	Caroline B. Lerow,	Cl. IV., Div. 3.

Edwin Bruce, *Teacher of Music.*Charles Gavett, *Janitor.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Martha J. Coolidge,	No. 1 — Newbern Place,	Mr. Rolfe.
Dorcas B. Baldwin,	2 " "	" Lamb.
Catharine M. E. Richardson,	3 " "	" Steele.
Eliza F. Moriarty,	No. 1 — Brim'r Sch'lhouse,	" Stephenson.
Lucy H. Symonds,	2 " "	" Bassett.
Ellen M. Fisher,	No. 1 — Nassau Hall,	" Rolfe.
Helen M. Dexter,	No. 1 — Warren Street,	" Harrington.
Sarah R. Bowles,	2 " "	" Drew.
M. Anne Bourne,	3 " "	" Harrington.
Rebecca J. Weston,	4 " "	" Bassett.
Deborah K. Burgess,	5 " "	" Drew.
Sarah Farley,	6 " "	" Lamb.
Eliza E. Foster,	7 " "	" Steele.
Mary C. Greene,	No. 1 — East Orange Street,	" Torrey.
Charlotte L. Young,	2 " "	" Stephenson.
Annie L. Pierce,	3 " "	" Torrey.

CHAPMAN SCHOOL DISTRICT.

COMMITTEE.

John Noble, *Chairman*, 81 Lexington Street.Edwin Wright, *Secretary*, 134 Lexington Street.

J Wesley Hinckley, 29 Meridian Street.

Samuel T. Cobb, 2 Belmont Square.

Seth C. Ames, 131 Webster Street.
 Bradford L. Crocker, 124 Webster Street.
 Horace Dodd, 178 Salem Street.
 Timothy H. Smith, 82 Salem Street.

CHAPMAN SCHOOL, EUTAW STREET.

John P. Averill, <i>Master</i> ,	Mary Lowe, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. I., Div. 1.
William H. Ward, <i>Sub-Master</i> .	Philura Wright, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Cl. IV., Div. 1.
Frank F. Preble, <i>Usher</i> ,	Roxellana Howard, <i>Head Assistant</i> ,
Cl. II., Divs. 1 and 2.	Cl. II., Div. 1.
	Maria D. Kimball, <i>Head Assistant</i> ,
	Cl. II., Div. 1.

Assistants.

Sarah E. Batcheller,	Sarah T. Butler,
Cl. II., Div. 2.	Cl. III., Div. 2.
A. Delia Stickney,	Ellen I. Bishop,
Cl. II., Div. 2.	Cl. IV., Div. 2.
Mary E. Moore,	Caroline Whitney,
Cl. III., Div. 1.	Cl. IV., Div. 2.
Jane F. Reid,	Melissa E. D'Arcy,
Cl. IV., Div. 1.	Cl. III., Divs. 1 and 2.
Louisa M. Collyer,	Olive L. Rogers,
Cl. III., Div. 1.	Cl. IV., Divs. 1 and 2.
Frances C. Close, <i>Teacher of Sewing</i> .	
Charles Butler, <i>Teacher of Music</i> .	

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Mary C. Hall,	No. 1 — Lexington Street,	} Mr. Wright.
Louisa Curtis,	" 2 " "	
Elizabeth G. Johnson,	" 3 " "	
Margaret A. Bartlett,	" 1 — Monmouth Street,	} " Hinckley.
Hannah F. Crafts,	" 2 " "	
Harriet N. Tyler,	" 1 — Bennington Hall,	} " Wright.
Lydia B. Smith,	" 2 " "	
M. Jane Peaslee,	" 1 — Porter Street,	} Messrs. Dodge & Smith.
Huldah H. Mitchell,	" 2 " "	
Mary D. Day,	" 3 " "	
Sarah A. Pratt,	" 4 " "	
Jane E. Beale,	" 5 " "	

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Helen A. Banks,	" 1 — Saratoga St. No. 224	} Mr. Noble.
Almaretta J. Critchett,	" 2 " " "	
Mary E. Gray,	" 3 " " "	
Georgiana H. Moore,	" 1 " " No. 374	} " "
Ellen M. Robbins,	" 2 " " "	

DWIGHT SCHOOL DISTRICT.

COMMITTEE.

William H. Thomes, *Chairman*, 20 Concord Square, or 118 Washington Street.

Matthias Rich, Jr., *Secretary*, West Dedham Street, or 11 North Market Street.

William H. Learnard, Jr., 61 Rutland Street, or 10 Marshall Street.

Joseph L. Drew, 52 Warren Street.

Frederic F. Thayer, 6 Concord Square, or 43 Kilby Street.

Alden Speare, 15 Brookline Street, or 3 Central Wharf.

George M. Steele, 32 Marion Street.

Stephen L. Emery, 603 Tremont Street, or 288 Federal Street.

Charles W. Slack, 10 Garland Street.

Dio Lewis, 46 Beach Street, or 20 Essex Street.

DWIGHT SCHOOL, SPRINGFIELD STREET.

James A. Page, *Master*,
Cl. I., Div. 1.

Lucius A. Wheelock, *Usher*,
Cl. II., Div. 1.

Charles Hutchings, *Sub-Master*,
Cl. I., Div. 2.

Mary T. Ross, *Head Assistant*,
Cl. I., Div. 1.

Assistants.

Eva M. Keller,
Cl. II., Div. 2.

Clara B. Gould,
Cl. IV., Div. 1.

Mary J. Gardner,
Cl. III., Div. 1.

Martha A. Joslin,
Cl. IV., Div. 2.

Eliza A. Allen,
Cl. III., Div. 2.

Frances L. Worcester,
Cl. IV., Div. 3.

Jane E. Bunton,
Cl. III., Div. 3.
Jane M. Hight,
Cl. III., Div. 4.

Sarah J. Pillsbury,
Cl. IV., Div. 4.
Mary C. Browne,
Cl. IV., Div. 5.

Charles Butler, *Teacher of Music.*

Thomas W. Pemberton, *Janitor.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah E. Crocker,	No. 1 — Rutland Street,	Mr. Rich.
Martha B. Lucas,	2 " "	" Slack.
Mary C. R. Towle,	3 " "	" Thomes.
Henrietta Draper,	4 " "	" Thayer.
Eliza G. Swett,	5 " "	" Speare.
Jane P. Titcomb,	6 " "	" Lewis.

ELIOT SCHOOL DISTRICT.

COMMITTEE.

Edw. D. G. Palmer, *Chairman*, 3 Montgomery Place.

Charles A. Turner, *Secretary*, 364 Hanover Street.

Adino B. Hall, 89 Salem Street.

George F. Haskins, 2 North Square.

Benjamin Fessenden, 25 Charter Street.

Martin Griffin, 6 Prince Street.

Benjamin T. Gould, 1 Prospect Street.

Horace Dodd, 178 Salem Street.

John Newell, 51 Wall Street.

Denzel M. Crane, 113 Leveret Street.

ELIOT SCHOOL, NORTH BENNET STREET.

Samuel W. Mason, *Master*,
Cl. I., Div. 1.

McLaurin F. Cook, *Sub-Master*,
Cl. I., Div. 2.

Walter H. Newell, *Usher*,
Cl. II., Div. 1.

Marcy Foster, *Head Assistant*,
Cl. I., Div. 1, Master's Room.

Assistants.

Elizabeth M. Turner,	Sarah Larrabee,
Cl. II., Div. 2.	Cl. III., Div. 4.
Sarah C. Goodrich,	O. Augusta Welch,
Cl. II., Div. 3.	Cl. IV. Div. 1.
Mary A. E. Sargent,	Mary E. Hutchins,
Cl. III., Div. 1.	Cl. IV., Div. 2.
Frances M. Bodge,	Georgiana D. Russell,
Cl. III., Div. 2.	Cl. IV., Div. 3.
Martha M. Hobbs,	Mary F. Perkins,
Cl. III., Div. 3.	Cl. IV., Div. 4.

Edwin Bruce, *Teacher of Music.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah A. Winsor,	No. 1 — Snelling Place,	} Mr. Dodd.
Sophia Shepard,	" 2 " "	
Clarissa Davis,	" 3 " "	" Newell.
Cleone G. Tewksbury,	" 4 " "	" Hall.
Antonia Harvey,	" 5 " "	" Palmer.
Harriet S. Boody,	" 6 " "	" Fessenden.
Eliza Brintnall,	" 1 — 22 Charter Street,	" Gould.
Eliza J. Cosgrove,	" 2 " "	" Turner.
Mary A. Barry,	" 3 " "	} " Griffin.
Juliaette Davis,	" 4 " "	
Julia Ann Cutts,	" 1 — Rear 22 Charter St.	" Turner.
Sarah Ripley,	" 2 " "	" Crane.
Josephine O. Paine,	" 3 " "	" Newell.
Augusta H. Barrett,	" 1 — Hanover Avenue,	" Fessenden.
Maria A. Gibbs,	" 2 " "	" Haskins.
Frances E. Harrod,	" 1 — North Bennet Street,	" Hall.
Catharine S. Sawyer,	" 2 " " "	" Palmer.
Mary E. Barrett,	" 3 " " "	" Haskins.
Helen M Warner,	" 4 " " "	" Gould.

EVERETT SCHOOL DISTRICT.

COMMITTEE.

Alden Speare, *Chairman*, 15 Brookline Street, or 3 Central Wharf.
 Charles W. Slack, *Secretary*, 10 Garland Street, or Custom House.

William H. Thomes, 20 Concord Square, or 118 Washington Street.
 Frederic F. Thayer, 6 Concord Square, or 43 Kilby Street.
 Matthias Rich, Jr., West Dedham Street, or 11 North Market Street.
 William H. Learnard, Jr., 61 Rutland Street, or 10 Marshall Street.
 Stephen L. Emery, 603 Tremont Street, or 288 Federal Street.
 George M. Steele, 32 Marion Street.
 Edmund T. Eastman, 50 Essex Street.
 Charles H. Spring, 7 Harrison Avenue.

EVERETT SCHOOL, WEST NORTHAMPTON STREET.

George B. Hyde, <i>Master</i> , Cl. I., Div. 1.	Anna C. Ellis, <i>Head Assistant</i> , Cl. I., Div. 2.
Frances E. Keller, <i>Head Assistant</i> , Cl. I., Div. 1.	Louisa Tucker, <i>Head Assistant</i> , Cl. II., Div. 1.
	Emma F. Titus, <i>Head Assistant</i> , Cl. II., Div. 2.

Assistants.

Elizabeth A. Browne, Cl. I., Div. 3.	Frances R. Josselyn, Cl. III., Div. 3.
Helen Beaumont, Cl. II., Div. 5.	Louisa M. Alline, Cl. IV., Div. 1.
—————, Cl. III., Div. 1.	Mary A. Gavett, Cl. IV., Div. 2.
Matilda E. Rich, Cl. III., Div. 2.	Ann J. Bolden, Cl. IV., Div. 3.
	Sarah W. Poliard, Cl. IV., Div. 4.

Martha H. Sargent, *Teacher of Sewing*.
 Charles Butler, *Music Teacher*.
 Thomas W. Pemberton, *Janitor*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Eliza C. Gould,	No. 1 — Concord Street,	Mr. Thomes.
Betsey H. Warren,	2 " "	" Speare.
Mary A. Crocker,	3 " "	" Slack.
Anna R. Frost,	4 " "	" Emery.
Caroline S. Lamb,	5 " "	" Learnard.
Elizabeth Newman,	6 " "	" Spring.
Mary T. Bunton,	9 " "	" Eastman.
Sarah F. Mason,	10 " "	" Steele.
Caroline F. Barr,	11 " "	" Rich.
Lydia F. Blanchard,	12 " "	" Thayer.

FRANKLIN SCHOOL DISTRICT.

COMMITTEE.

Enoch C. Rolfe, *Chairman*, 616 Washington Street.
 Ira L. Moore, *Secretary*, 650 Washington Street.
 William E. Underwood, 743 Washington Street.
 Frederic F. Thayer, 6 Concord Square.
 William H. Learnard, Jr., 61 Rutland Street.
 Matthias Rich, Jr., West Dedham Street.
 Alden Speare, 15 Brookline Street.
 William H. Thomes, 20 Concord Square.
 Stephen L. Emery, 603 Tremont Street,
 Charles W. Slack, 10 Garland Street.

FRANKLIN SCHOOL, RINGGOLD STREET.

Samuel L. Gould, <i>Master</i> , Cl. I., Div. 1.	Catharine T. Symonds, <i>Head Assistant</i> , Cl. III., Div. 1.
Amelia B. Hopkins, <i>Head Assistant</i> , Cl. I., Div. 1.	Sarah A. Gale, <i>Head Assistant</i> , Cl. IV., Div. 1.
	Sarah P. Mitchell, <i>Head Assistant</i> , Cl. I., Div. 2.

Assistants.

Lydia H. Emmons, Cl. II., Div. 1.	L. Isabel Barry, Cl. III., Div. 3.
P. Catharine Bradford, Cl. II., Div. 2.	Abby D. Tucker, Cl. III., Div. 4.
Susan E. Gates, Cl. II., Div. 3.	Mary J. Leach, Cl. IV., Div. 2.
Isabella M. Harmon, Cl. II., Div. 4.	Mary A. Mitchell, Cl. IV., Div. 3.
Elizabeth J. Brown, Cl. III., Div. 2.	Anna E. Parker, Cl. IV., Div. 4.

Maria S. Walcott, *Teacher of Sewing*.

Charles Butler, *Teacher of Music*.

Amos Lincoln, *Junior*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Lucy M. Beck,	No. 1 — Genesee Street,	Mr. Rolfe.
Susan H. Chaffee,	2 “ “	“ Moore.
Anna T. Corliss,	3 “ “	“ Emery.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Josephine G. Whipple,	1 — Suffolk Street,	Mr. Underwood.
Georgiana A. Ballard,	2 " "	" Rich.
Frances M. Sylvester,	3 " "	" Underwood.
Hannah E. Perry,	4 " "	" Slack.
Maria Jenkins,	5 " "	" Thomes.
Elizabeth P. Cummings,	6 " "	" Learnard.
Eliza J. Dyer,	7 " "	" Moore.
Harriet M. Faxon,	1 — Groton Street,	" Speare.
Sarah A. Everett,	2 " "	" Thomes.
Frances J. Crocker,	3 " "	" Slack.
Hannah M. Coolidge,	4 " "	" Thayer.
Luey A. Cate,	5 " "	" Rich.
Caroline A. Miller,	6 " "	" Learnard.

HANCOCK SCHOOL DISTRICT.

COMMITTEE.

Adino B. Hall, *Chairman*, 89 Salem Street.
Charles A. Turner, *Secretary*, 364 Hanover Street.
E. D. G. Palmer, 3 Montgomery Place.
George F. Haskins, 2 North Square.
Aaron P. Richardson, 17 Green Street.
Benjamin Fessenden, 25 Charter Street.
Martin Griffin, 6 Prince Street.
Horace Dodd, 178 Salem Street.
George Hubbard, 3½ Portland Street.
Dexter S. King, 34 Bowdoin Street.
Aurelius L. Weymouth, 9 Green Street.

HANCOCK SCHOOL, RICHMOND PLACE.

———, <i>Master</i> ,	Angelina A. Brigham, <i>Head Assistant</i> ,
Cl. I., Div. 1.	Cl. I., Div. 1.
Phineas G. Parmenter, <i>Sub-Master</i> ,	
Cl. I., Div. 2.	

Assistants.

Esther F. Wilder, Cl. I., Div. 3.	Achsah Barnes, Cl. III., Div. 4.
Martha F. Winning, Cl. II., Div. 1.	Josephine M. Robertson, Cl. IV., Div. 1.
Anne B. Hall, Cl. II., Div. 2.	Emily F. Fessenden, Cl. IV., Div. 2.
Henrietta L. Pierce, Cl. II., Div. 3.	Malvina R. Brigham, Cl. IV., Div. 3.
Helen M. Hitchings, Cl. III., Div. 1.	Kate S. Doane, Cl. IV., Div. 4.
Ellen A. Hunt, Cl. III., Div. 2.	Helen M. Nash, Exhibition Hall.
Sarah E. White, Cl. III., Div. 3.	Sarah F. Stevens, Exhibition Hall.

Jane B. Buck, *Teacher of Sewing.*

Edwin Bruce, *Teacher of Music.*

Thomas Woodman, *Janitor.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah J. Copp,	No. 1 — Thacher Street,	Mr. Richardson.
M. Alice Mansfield.	" 2 " "	" Turner.
Sarah L. Shepard,	" 3 " "	" Hubbard.
Mary S. Gale,	" 1 — North Margin Street,	" Dodd.
Mary J. Clark,	" 2 " " "	" Palmer.
Elizabeth F. Frye,	" 1 — Hanover Street,	} " Griffin.
Emily A. Tewksbury,	" 2 " "	
Margaret W. Hall,	" 3 " "	" Weymouth.
Adeline S. Bodge,	" 1 — Bennet Avenue,	" King.
—————	" 2 " "	" Fessenden.
Eunice F. Linsley,	" 1 — Sheafe Street,	" Hall.
Martha F. Boody,	" 2 " "	" Richardson.
Esther W. Mansfield,	" 3 " "	" Fessenden.
Anna H. Burns,	" 1 — Cooper Street,	" Weymouth.
Susan Page,	" 2 " "	" Haskins.
Harriet B. Vose,	" 3 " "	" "
Sarah F. Ellis,	" 4 " "	" Dodd.

LAWRENCE SCHOOL DISTRICT.

COMMITTEE.

Edward H. Brainard, *Chairman*, 161 Broadway.

Seth K. Crowell, *Secretary*, 299 Broadway.

J. Proctor Haskins, Seventh, near E Street.

Edwin Briggs, 67 Dorchester Street.

J. I. T. Coolidge, 280 Broadway.

James T. Hewes, 53 G Street.

Charles H. Spring, 7 Harrison Avenue.

Ira L. Moore, 650 Washington Street.

LAWRENCE SCHOOL, B STREET, SOUTH BOSTON.

Josiah A. Stearns, *Master*,

Cl. I., Div. 1.

Henry C. Hardon, *Sub-Master*,

Cl. I., Div. 2.

Margaret Kyle, *Head Assistant*,

Cl. I., Div. 1.

Mary W. Conant, *Head Assistant*,

Cl. II., Div. 1.

Kate W. Towne, *Head Assistant*,

Cl. II., Div. 2.

Assistants.

Juliette Smith,

Cl. II., Div. 3.

Alice Cooper,

Cl. II., Div. 4.

Martha A. Thompson,

Cl. III., Div. 1.

Sarah O. Babcock,

Cl. III., Div. 2.

Elizabeth S. Jefferts,

Cl. III., Div. 3.

Margarette A. Moody,

Cl. III., Div. 4.

Louisa C. Richards,

Cl. IV., Div. 1.

Levantia F. Bradley,

Cl. IV., Div. 2.

Caroline Blanchard,

Cl. IV., Div. 3.

Eliza L. Darling,

Cl. IV., Div. 4.

Mary N. Moses,

Cl. IV., Divs. 3 and 4. Girls.

Sarah J. Bliss, *Teacher of Sewing.*

———, *Teacher of Music.*

J. C. Burton, *Janitor.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Lucinda Smith,	No. 1 — Silver Street,	Mr. Moore.
Sarah M. Dawson,	" 2 " "	" Spring.
Mary F. Peeler,	" 3 " "	" Moore.
Sarah S. Blake,	" 4 " "	" Spring.
Mary F. Baker,	" 5 " "	" Haskins.
Mary A. Macnair,	" 6 " "	" Coolidge.
Olive W. Green,	" 1 — Mather Schoolhouse,	" "
Mary E. Fox,	" 2 " "	" Crowell.
Sarah V. Cunningham,	" 3 " "	" Brainard.
Sarah F. Hall,	" 4 " "	" Coolidge.
Mary K. Davis,	" 5 " "	" Hewes.
Mary E. Kyle,	" 6 " "	" Briggs.
Ann E. Newell,	" 7 " "	" Brainard.
Rebecca H. Bird,	" 8 " "	" Hewes.
Laura A. Reed,	" 9 " "	" Briggs.
Mary E. Lincoln,	" 10 " "	" Haskins.

LINCOLN SCHOOL DISTRICT.

COMMITTEE.

James T. Hewes, *Chairman*, 53 G Street.
 Seth K. Crowell, *Secretary*, 299 Broadway.
 J. Proctor Haskins, Seventh, near E Street.
 Edwin Briggs, 67 Dorchester Street.
 Edward H. Brainard, 161 Broadway.
 J. I. T. Coolidge, 280 Broadway.
 Dio Lewis, 20 Essex Street.

LINCOLN SCHOOL, BROADWAY, SOUTH BOSTON.

Samuel Barrett, <i>Master</i> , Cl. I., Div. 1.	Mary E. Balch, <i>Head Assistant</i> , Cl. I., Div. 1.
Charles A. Morrill, <i>Sub-Master</i> , Cl. I., Div. 2.	Abby M. Holder, <i>Head Assistant</i> , Cl. II., Div. 1.
	Myra S. Butterfield, <i>Head Assistant</i> , Cl. III., Div. 2.

Assistants.

Anne M. Brown,	Frances A. Nickles,
Cl. II., Div. 2.	Cl. IV., Div. 2.
Laura Bartlett,	Harriet A. Stowell,
Cl. III., Div. 1.	Cl. IV., Div. 3.
Cynthia H. Sears,	Ellen R. Wyman,
Cl. III., Div. 3.	Cl. IV., Div. 4.
Ariadne B. Jewell,	
Cl. IV., Div. 1.	Cl. IV., Div. 4.

————— *Teacher of Vocal Music.*
 Elizabeth Bedlington, *Teacher of Sewing.*

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Laura J. Gerry,	No. 3—Lincoln Schoolh'se,	Mr. Brainard.
Mary E. Easton,	4 " "	" Crowell.
Sarah E. Varney,	Wait's Hall,	" Lewis.
Lucy C. Bartlett,	3—Hawes Hall,	" Brainard.
Caroline R. Holway,	1—City Point,	" Briggs.
Caroline M. Lyon,	2 " "	" Crowell.
Tiley A. Bolcom,	3 " "	" Briggs.
Susan W. Smith,	4 " "	" Haskins.
Mary H. Faxon,	" " Chapel,	" Coolidge.

LYMAN SCHOOL DISTRICT.

COMMITTEE.

J. Wesley Hinckley, *Chairman*, 29 Meridian Street.
 Bradford L. Crocker, *Secretary*, 124 Webster Street.
 John Noble, 81 Lexington Street.
 Samuel T. Cobb, 2 Belmont Square.
 Benjamin Fessenden, 23 Charter Street.
 Seth C. Ames, 131 Webster Street.

LYMAN SCHOOL, MERIDIAN STREET, EAST BOSTON.

Hosea H. Lincoln, <i>Master</i> , Cl. I., Div. 1. Boys and Girls.	Mary S. Gage, <i>Head Assistant</i> , Cl. III., Boys.
James F. Blackinton, <i>Sub-Master</i> . Cl. II., Boys.	Cordelia Lothrop, <i>Head Assistant</i> . Cl. II. and III., Girls.
Mary O. Bulfinch, <i>Head Assistant</i> , Cl. I., Div. 2. Boys and Girls.	

Assistants.

Eliza F. Russell, Cl. IV., Div. 1. Boys.	Amelia H. Pitman, Cl. IV., Div. 2. Boys.
Mary A. Turner, Cl. IV., Girls.	Harriet N. Webster, Cl. IV., Div. 3. Boys and Girls.
Francis C. Close, <i>Teacher of Sewing</i> .	
Charles Butler, <i>Teacher of Music</i> .	

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Anna I. Duncan,	Paris Street,	} Mr. Hubbard.
Abby M. Allen,	" "	
Isabella A. Bilby,	" "	} " Crocker.
Hannah C. Atkins,	" "	
Susan H. M. Swan,	" "	
Hannah L. Manson,	" "	
<hr/>		" Ames.
Caroline S. Litchfield,	Paris Street,	" Crocker.
Angeline M. Cudworth,	Sumner Hall,	" Noble.

MAYHEW SCHOOL DISTRICT.

COMMITTEE.

John A. Stevens, *Chairman*, 41 Howard Street.
 Timothy H. Smith, *Secretary*, 82 Salem Street.
 Charles D. Homans, 12 West Street.
 Francis Brown, 123 Leveret Street.
 John A. Lamson, 1 Staniford Street.
 George Hubbard, 3½ Portland Street.
 Samuel H. Winkley, 5 Chambers Street.

MAYHEW SCHOOL, HAWKINS STREET.

Samuel Swan, <i>Master, and Teacher</i> <i>of Music.</i> Cl. I., Div. 1.	L. Hall Grandgent, <i>Usher</i> , Cl. II., Div. 1.
Quincy E. Dickerman, <i>Sub-Master</i> , Cl. I., Div. 2.	Emily A. Moulton, <i>Head Assistant</i> , Cl. I., Div. 1.

Assistants.

Elizabeth P. Hopkins, Cl. II., Div. 2.	_____
Sarah W. I. Copeland, Cl. III., Div. 1.	Florena Gray, Cl. IV., Div. 2.
Elizabeth L. West, Cl. III., Div. 2.	Adeline F. Cutter, Cl. IV., Div. 3.
Anna I. Holmes, Cl. III., Div. 3.	Caroline F. Reed, Cl. IV., Div. 3.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Sarah E. Copeland,	No. 1—Chardon Street,	Mr. Brown.
Maria L. Cummings,	2 “ “	“ Hubbard.
Bethiah Whiting,	3 “ “	“ Lamson.
Margaret R. Atkinson,	4 “ “	“ Stevens.
Henrietta B. Tower,	5 “ “	“ Smith.
Permelia Stevens,	6 “ “	“ Stevens.
Mary E. Parker,	Old Hancock Schoolhouse,	“ Smith.
Catharine W. Callender,	“ “	} “ Homans.
Harriet A. Farrow,	“ “	
Caroline Wason,	South Margin Street,	“ Lamson.
M. Electa Lauriat,	Merrimac Street,	“ Winkley.

PHILLIPS SCHOOL DISTRICT.

COMMITTEE.

Loring Lothrop, *Chairman*, 43 Pinckney Street.
 Henry Warren, *Secretary*, 25 Leveret Street.
 J. Baxter Upham, 31 Chestnut Street.
 S. K. Lothrop, 12 Chestnut Street.
 Francis Brown, 123 Leveret Street.
 John F. Jarvis, 22 Leveret Street.
 Dexter S. King, 34 Bowdoin Street.
 Henry Burroughs, Jr., 82 Mount Vernon Street.

PHILLIPS SCHOOL, SOUTHAC STREET.

James Hovey, <i>Master</i> ,	James W. Webster, <i>Usher</i> ,
Cl. I., Div. 1.	Cl. II., Div. 1.
Amplion Gates, <i>Sub-Master</i> ,	Emma J. Fuller, <i>Head Assistant</i> ,
Cl. I., Div. 2.	Cl. I., Div. 1.

Assistants.

Abby A. Reed,	Emily A. Perkins,
Cl. IV., Div. 1.	Cl. IV., Div. 4.
Hannah M. Sutton,	Laura M. Porter,
Cl. III., Div. 2.	Cl. II., Div. 2.
Elvira M. Harrington,	Lucy S. Nevins,
Cl. II., Div. 3.	Cl. III., Div. 1.
M. Josephine Dugan,	Harriet A. Cunningham,
Cl. IV., Div. 3.	Cl. IV., Div. 2.

Edwin Bruce, *Music Teacher*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Caroline P. Eastman,	No. 1—Southac Street,	Mr. Jarvis.
Sarah A. M. Turner,	2 " "	" S. K. Lothrop.
Mary A. Allen,	3 " "	" Brown.
A. L. Jepson,	4 " "	" Warren.
Eliza A. Corthell,	1—Old Phillips Schoolhouse,	Jarvis.
Sarah Ingalls,	2 " " "	} " King.
Emeline D. Fish,	3 " " "	
Harriet H. King,	1—Joy Street,	
Ruth M. Sanborn,	Western Avenue,	" Upham.

QUINCY SCHOOL DISTRICT.

COMMITTEE.

William E. Underwood, *Chairman*, 743 Washington Street.
 Henry W. Harrington, *Secretary*, 3 Corey Avenue.
 Thomas M. Brewer, 8 Edinboro' Street.
 Elijah C. Drew, 40 State Street.
 Patrick Riley, 10 Lincoln Street.
 George Hayward, 13 Temple Place.
 Charles Torrey, 105 Boylston Street.
 Edmund T. Eastman, 50 Essex Street.
 Michael Moran, 73 Purchase Street.
 Dio Lewis, 20 Essex Street.

QUINCY SCHOOL, TYLER STREET.

Charles E. Valentine, <i>Master</i> , Cl. I., Div. 1.	Martha A. Bigelow, <i>Head Assistant</i> , Master's Room.
Edward Gay, <i>Sub-Master</i> , Cl. I., Div. 2.	Lydia A. Hanson, <i>Head Assistant</i> , Cl. II., Div. 2.
William Nichols, Jr., <i>Usher</i> , Cl. II., Div. 1.	E. Maria Simonds, <i>Head Assistant</i> , Cl. III., Div. 4.

Assistants.

Julia B. Burrill, Cl. II., Div. 3.	Elizabeth T. Bailey, Cl. IV., Div. 2.
Harriet D. Hinckley, Cl. III., Div. 1.	Mary J. Chandler, Cl. IV., Div. 2.
Angeline A. Moulton, Cl. III., Div. 2.	Charlotte L. Wheelwright, Cl. IV., Div. 3.
Annie M. Lund, Cl. III., Div. 3.	Emily B. Peck, Cl. IV., Div. 4.
Olive M. Page, Cl. III., Div. 4.	Catharine R. Greenwood, Cl. IV., Div. 4.
Sarah E. Chandler, Cl. IV., Div. 1.	Emily J. Tucker, Cl. IV., Div. 5.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Susan Frizzell,	No. 1 — East Street,	Mr. Lewis.
Elizabeth P. Bentley,	" 2 " "	" Harrington.
Mary L. Richards,	" 3 " "	" Hayward.
E. Elizabeth Mason,	" 4 " "	" Underwood.
Dora Norton,	" 5 " "	" Torrey.
Ellen E. Leach,	" 6 " "	" Moran.
Mary A. Sylvester,	" 7 " "	" Drew.
Abby F. Hutchins,	" 8 " "	" Brewer.
Harriet A. Bettis,	" 9 " "	" Lewis.
Priscilla Johnson,	" 10 " "	} " Eastman.
Sarah E. Lewis,	" 11 " "	
Elizabeth C. Frink,	" 12 " "	" Brewer.
Adeline Stockbridge,	East Street Place,	" Torrey.
Hannah A. Lawrence,	" " "	" "
Sophronia N. Herrick,	" " "	" Drew.
Marian A. Flynn,	" " "	" Riley.
Matilda Mitchell,	Engine House, East Street,	" Harrington.

WELLS SCHOOL DISTRICT.

COMMITTEE.

John F. Jarvis, *Chairman*, 22 Leveret Street.
 Henry Warren, *Secretary*, 25 Green Street.
 Francis Brown, 123 Leveret Street.
 Benjamin T. Gould, 1 Prospect Street.
 Loring Lothrop, 43 Pinckney Street.
 John Newell, 51 Wall Street.
 Denzel M. Crane, 113 Leveret Street.
 Samuel H. Winkley, 5 Chambers Street.
 Aurelius L. Weymouth, 9 Green Street.

WELLS SCHOOL, BLOSSOM STREET.

Reuben Swan, *Master*,
 Cl. I., Div. 1.

Sarah J. Sanborn, *Head Assistant*,
 Cl. I., Div. 2.

Assistants.

Ellen F. Preble, Cl. I., Sec. 2.	Ellen M. Brown, Cl. IV., Div. 1.
Mary S. Carter, Cl. II., Div. 1.	Lydia A. Beck, Cl. IV., Div. 2.
Sarah J. Lothrop, Cl. II., Div. 2.	Elizabeth P. Winning, Cl. IV., Div. 2.
Juliana Sparrell, Cl. III., Div. 1.	Matilda A. Gerry, Cl. IV., Div. 3.
Lydia S. Chandler, Cl. III., Div. 2.	
Mary E. Mudge, <i>Teacher of Sewing.</i>	
Edwin Bruce, <i>Teacher of Vocal Music.</i>	
James Martin, <i>Janitor.</i>	

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Elizabeth D. McCluer,	No. 1 — Wall Street,	} Mr. Warren.
Mary F. Jones,	" 2 " "	
Anna A. James,	" 3 " "	" Gould.
Augusta H Foster,	" 5 " "	} " Winkley.
Mary L. Bailey,	" 6 " "	
L. M. A. Redding,	" 1 — Poplar Street,	" Lothrop.
Maria W. Turner,	" 2 " "	" Weymouth.
Elizabeth W. Snow,	" 3 " "	} " Crane.
Sarah C. Chevallier,	" 4 " "	
Elizabeth S. Foster,	" 5 " "	" Weymouth.
Mary S. Watts,	" 6 " "	" Newell.

WINTHROP SCHOOL DISTRICT.

COMMITTEE.

Thomas M. Brewer, *Chairman*, 8 Edinboro' St., or 131 Washington St.
 Salem T. Lamb, *Secretary*, 10 Burroughs Place.
 Elisha Bassett, 335 Tremont Street.
 Elijah C. Drew, 40 State Street.
 Henry W. Haynes, 35 Court Street.
 Ezra Palmer, 1 Tremont Place.
 Enoch C. Rolfe, 616 Washington Street.
 Charles Edward Cook, 618 or 220 Washington Street.
 John H. Stephenson, 12 Arch Street, or 134 Boylston Street.
 Charles H. Spring, 7 Harrison Avenue.

WINTHROP SCHOOL, TREMONT, NEAR ELIOT, STREET.

Robert Swan, <i>Master</i> .	Rebecca P. Barry, <i>Head Assistant</i> , Cl. I., Div. 3.
Susan A. W. Loring, <i>Head Assistant</i> , Cl. I., Div. 1.	Almira Seymour, <i>Head Assistant</i> , Cl. II., Div. 1.
May Gertrude Ladd, <i>Head Assistant</i> , Cl. I., Div. 2.	Mary Newell, <i>Head Assistant</i> , Cl. II., Div. 2.

Assistants.

Kate L. Perrigo, Cl. II., Div. 3.	Georgiana Sparrell, Cl. III., Div. 4.
Mary E. Moorhouse, Cl. II., Div. 3.	Julia A. Jellison, Cl. IV., Div. 1.
Mary E. Davis, Cl. III., Div. 1.	Frances C. Jennison, Cl. IV., Div. 2.
Elizabeth S. Emmons, Cl. III., Div. 2.	Hannah H. Hosmer, Cl. IV., Div. 3.
Emma A. Holmes, Cl. III., Div. 3.	Emily M. Hathaway, Cl. IV., Div. 4.
Mary J. Danforth, Cl. III., Div. 4.	Abbie A. Cutter.

Hannah A. Rolfe, *Teacher of Sewing*.Charles Butler, *Teacher of Music*.Daniel O'Keefe, *Janitor*.

PRIMARY SCHOOLS.

<i>Teachers.</i>	<i>Location.</i>	<i>Sub-Committees.</i>
Rebecca R. Thayer,	Harrison Avenue,	Mr. Palmer.
Mary B. Brown,	" "	" Cook.
Abby M. Mills,	" "	" Brewer.
Julia A. Wheaton,	" "	" Haynes.
Hannah E. Moore,	Tyler Street,	" Cook.
Frances Torrey,	" "	" Spring.
Mary A. B. Gore,	" "	" Drew.
Caroline M. Grover,	" "	" Rolfe.
Abby J. Glover,	" "	" Brewer.
Anna O. Jones,	" "	" Stephenson.
Caroline L. P. Torrey,	Hudson Street,	} " Lamb.
Agnes Duncan,	" "	
Henrietta K. Madigan,	" "	
Caroline A. Morris,	" "	} " Haynes.

SCHOOL HOURS.

FROM the first Monday in May to the first Monday in September the Grammar and Primary Schools begin at eight o'clock in the morning and close at eleven o'clock ; and begin in the afternoon at two o'clock and close at five o'clock. From the first Monday in September to the first Monday in May, they begin at nine o'clock in the morning and close at twelve o'clock ; and in the afternoon begin at two o'clock and close at five o'clock, except that from the third Monday in October to the first Monday in March the afternoon recess is omitted, and they close at four o'clock.

The Girls' High and Normal School begins at nine A. M. and closes at two P. M. except on Wednesday and Saturday, when it closes at one o'clock.

The English High School and the Latin School begin at nine A. M. and close at two P. M. except on Saturday, when they close at one o'clock.

HOLIDAYS AND VACATIONS.

Wednesday and Saturday afternoon, Christmas day, New Year's day, the twenty-second of February, Good Friday (March 25), Fast day, May day, Artillery Election (June 6), and the Fourth of July ; Thanksgiving week ; the week immediately preceding the first Monday in March ; one week commencing on the Monday preceding the last Wednesday in May ; and the remainder of the school year following their respective exhibitions in July. And, to the Girls' High and Normal School, from the Monday following the third Wednesday in July, to the Saturday next preceding the second Monday in September. The Primary Schools have the holidays and vacations of the Grammar Schools, and also the day preceding and the day of the annual exhibitions of the Grammar Schools.

TRUANT OFFICERS.

The City is divided into four Truant Districts, each comprehending five school districts, as shown in the following table: —

OFFICERS.	DISTRICTS.	SCHOOL DISTRICT BELONGING.
Chase Cole .	North,	Adams, Chapman, Eliot, Hancock, Lyman.
Phineas Bates .	Central,	Boylston, Bowdoin, Mayhew, Phil- lips, Wells.
E. G. Richardson	Southern,	Brimmer, Bowditch, Franklin, Quincy, Winthrop.
G. W. Oliver .	South,	Bigelow, Dwight, Everett, Law- rence, Lincoln.

Each officer has order-boxes at certain convenient places in his district, where teachers may send notes when they desire to report cases of truancy to him.

These boxes are located as follows: —

ORDER-BOXES.

North District.

Police Station No. 1, Hanover Street.
Police Station No. 8, East Boston.

Central District.

Boylston School, Mayhew School
Police Station No. 3, Joy Street.

Southern District.

Corner of Harrison Avenue and Castle Street.
Police Station No. 4, East Dedham Street.
Corner of South and Summer streets.
Nos. 228 and 306 Tremont Street.

South District.

Police Station No. 4, East Dedham Street.

Police Station No. 6, South Boston.

All the Truant officers meet every Monday morning at 10½ o'clock at the Truant Court Room, in the Court House, Court Square. Also at twelve o'clock on the first Monday of each month, at the room of the Superintendent of Schools.





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